



**BUILDING BETTER LIBRARY SERVICE  
FOR THE CITIZENS OF MONTANA**

**A Long Range Plan  
for  
Continuing Library Education  
in the  
State of Montana**

**A Report of  
The Montana State Library Commission's  
Continuing Education Committee**

**Prepared by  
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**STATE DOCUMENTS COLLECTION**

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**Submitted to  
The Montana State Library**

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**The Montana State Library Commission's Continuing Education Committee:**

|                            |  |
|----------------------------|--|
| Carol Allison              | Paraprofessional & Support Staff Representative                                |
| Edna Berg                  | Post-Secondary Education & Trustee<br>Representative                           |
| Carol Brett                | School Library Representative  |
| Peter Carparelli           | School Administrator Representative  |
| Susie Holt                 | Special Library Representative   |
| Jane Howell                | Academic Library Representative  |
| Sheila Lee                 | Public Library Representative  |
| Georgia Lomax              | Montana Library Association's Continuing<br>Education Committee Representative |
| Mary Bushing               | Staff Liaison<br>Montana State Library   |
| Darlene E. Weingand, Ph.D. | Facilitator  |



## Chapter 1

### PLANNING TO PLAN

The nature of education as a process of growth and development implies an evolving and continuous effort on the part of both providers and participants. Education in the adult professional years is not static; rather, it builds upon past and present knowledge and experience to produce new insights and new methods of understanding. Library education, in particular, is a continuum which originates in the first class or workshop relating to library and information studies and moves on throughout the library worker's career to update competence, expand knowledge, and reinforce attitudes of excellence and service. In this time of social and technological change and expansion, this awareness of library education as a continuum is an essential concept.

Too often in past years, continuing education was considered an individual's personal responsibility--in terms of both educational effort and payment for educational activities. Today, however, the rapid developments in society and technology have virtually reconstructed the library field and continuing library education has become a responsibility that must be mutually shared by the individual, the institution, the profession and society-at-large.

Recognizing this reality, the State of Montana has gathered together professionals, policymakers and support staff representing all types of libraries and formed a statewide continuing education committee which received a charge to develop and seek implementation for a statewide continuing education long range plan. To assist with this effort, Professor Darlene E. Weingand, University of Wisconsin-Madison School of Library and Information Studies, served as consultant and facilitator to the statewide committee. Work on the project, funded by LSCA grant monies, began in May 1987 with a meeting in Helena.



There were five components to the first stage of the long range planning effort:

**1. An initial planning session with the statewide continuing education committee.** In a discussion of lifelong learning, staff development, and continuing library education, the following definitions were adopted by the committee:

Lifelong learning...Broadly-based learning which is focused on the individual person in terms of personal interest, community, growth and maturity; not necessarily job related; can be formal or informal.

Staff development...Learning within the library/institutional setting in terms of specific, task-oriented skills; planned by institutional administration with an organizational focus.

Continuing library education....Learning, either credit or noncredit and available in a wide range of formats and timelines, which relates to the field of library and information studies and is engaged in by all levels of staff, trustees/policymakers.

Discussion then centered on the committee's perception of the existing Montana continuing education system, including educational opportunities, number of libraries, number of library staff members and policymakers for each type of library, how each group's continuing education needs are presently met, and the barriers to continuing education for each library type. [See Appendix A]

**2. A questionnaire sent to 45 continuing education providers in and near Montana.**

[See Appendix B for questionnaire and detailed results] This questionnaire was designed to discover what continuing education opportunities are currently available to the Montana library community, and by which providers. A summarization of the key results of this survey yields the following information:

- There is a relationship between the provision of continuing library education and organizational mission of several providers, but some viewed continuing education in broader terms than library-specific.

- Where continuing education is offered, many [but not all] institutions seek to cooperate with other providers.

- The principal formats cited are workshop [11], college course [6], conference [5], and short course [4], indicating that the principal formats are workshops and conference programs with some use of academic coursework.

- Surveys, state objectives and standards, and requests appear to be the primary determinants





of continuing education topic areas.

- The principal institutional roles identified are as resource to be called upon, initiator of continuing education, and facilitator of planning.

- The primary target audiences are librarians/media professionals.

- There is an almost equal division between the establishment of eligibility requirements and no such requirements.

- In the last two years, most continuing education has been directed toward public libraries and school media centers.

- Most continuing education has focused on collection development, organization and use.

- Two-thirds foresee no major shifts in emphasis or clients in the next few years.

- Two-thirds rely on in-house resources for providing continuing library education.

- Campus libraries (probably because of their physical facilities) are used most often, followed by public libraries and classroom facilities as sites for continuing education.

- Two-thirds have produced materials for use in continuing education activities.

- More than half of the providers did not utilize any existing communications capability; those providers that did use such capabilities paid for the use through a variety of mechanisms.

- The most severe constraints on continuing library education efforts were staff limitations.

- Most providers would like to know what content and format consumers want before planning continuing education opportunities.

- There was no consensus regarding what providers would like consumers to know about them.

- Where recognition is offered, the most frequently cited form is college credit for summer session courses.

**3. A series of regional needs assessment meetings in Missoula, Billings, Glendive and Havre during July 1987.** These meetings identified the following top-ranked five barriers [preventing adequate continuing education opportunities] in each location: [For the complete list of barriers, see Appendix C.]

Missoula: Policymakers who don't understand; lack of financial support; time--too many responsibilities; geographic distance; complacency.

Billings: Geographic distance; lack of funds; lack of time; lack of college-level academic programs and lack of policymaker support; lack of knowledge about what's available.

Glendive: Distance/money; time to participate; lack of educational (credit) opportunities; staffing and isolation, problems with networking and weather; family life.



Havre: Money; time; distance; conditions of employment; administrative support; no in-state degree.

Many proposals designed to provide remedies for these barriers were suggested at these regional meetings. [For the complete list of remedies, see Appendix C.] The following remedies are representative of those proposals:

Use of audiovisual media, telecommunications transmission of education, satellite delivery systems, independent study, lobbying of the University of Montana & Montana State University to provide courses, repeated workshops around the state, bed and breakfast network to reduce travel costs, clearinghouse of continuing education activities, creation of a state continuing education coordinator position, development of a pool of substitute librarians, investigation of academic institutions like NOVA, learning marketing strategies, incentive pay, and emphasis on quality in continuing education.

Finally, these regional meetings produced lists of "hot topics", subjects in which interest was high and that could be translated into continuing education events. Representative topics include: time management, funding, marketing, intellectual freedom, microcomputers applications, bookkeeping, budgeting, communication, grantsmanship, basic skills, political effectiveness, and management skills. [Appendix D lists the "hot topics" for continuing education suggested by each meeting.]

In addition to the regional meetings, the planning committee also met in Billings in July to review the preliminary results of the regional meetings and to discuss the concepts to be included in the next component of the planning process: development of questionnaires which would be mailed in late August to a sample of the Montana library community.

**4. The needs assessment questionnaires.** In August, 1987, two needs assessment questionnaires were distributed to a sample of the Montana library community: one to librarians and support staff and one to policymakers. A participant data sheet was included with each questionnaire. The percentage of returns ranged from 29% to 59%, with a mean return of 38%. A summary of results may be found in Chapter 2; see Appendix E for sample questionnaires and Appendix F for detailed results .



**5. Formation of the Long Range Plan.** In November, the statewide continuing education committee met to discuss the results of the needs assessment questionnaire. After reviewing the data from the provider and needs assessment questionnaires and the regional meetings, the committee developed a draft long range plan for continuing library education in Montana. The text of this plan can be found in Chapter 3.

Development of the long range plan concluded the first phase of the planning process. A diagram of Phase One can be found below.



Phase two will be directed toward implementation of the plan over the next five year period. As with all planning processes, the plan will be continually monitored and adjusted as indicated by local and state developments. In addition, the plan will be reviewed annually in its entirety and revised to make further projections so that the plan is always looking five years into the future: a "rolling horizon" of planning effort.

In conjunction with the review of the long range plan, one year operational plans will be developed annually as part of the implementation process. These operational plans will not only contain goals and objectives but specific activities, as well, designed to complete each objective. Objectives and activities will be written in measurable terms, with completion times and responsibility designations. At the conclusion of each planning year, summary evaluation will be based upon the degree of fulfillment of these objectives and activities.





## Chapter 2

### The Needs Assessment Survey: Summary of Results

In August 1987, two questionnaires were distributed to a sample of the Montana library community. The first questionnaire was sent to librarians and support staff in academic, special, public and school libraries. A total of 299 responses were received, a 38% response. The second questionnaire was directed to policymakers related to these four types of libraries. A total of 39 responses were received, a 39% response. [See Appendix E for sample questionnaires and Appendix F for detailed results]

The following results highlight the data received from the returns of that survey. *[The consultant's comments and recommendations can be found in italic type.]*

#### Needs Assessment Questionnaire Results [Librarians and Support Staff]

Overall N=299 ... Librarian N=221... Support Staff N=78

#### Question 1: Number of library related continuing education activities engaged in during the past two years

Of twenty-five listed possibilities, librarians clearly used participation in association conferences, networking with other librarians, university courses in Montana, Federation-sponsored programs and self-study as primary methods of continuing education. Support staff cited university courses, networking with librarians and other support staff, and Federation programs most frequently.

*It is apparent that associations and federations carry the greatest proportion of the continuing education burden, particularly since these occasions offer the greatest opportunities for networking. While university courses are also cited, the decline in the availability of such courses in Montana points to a widening gap between consumer needs and what is provided. In addition, the issue of quality must also be raised. It must be recognized that associations and federations, while extremely important, are not in the education business. It is therefore strongly urged that strategies be developed to create a statewide mechanism for continuing education quality control.*



Question 2: Displeasing aspects of continuing education activities

Although there was a high rate of no response among both librarians and support staff [which is inconclusive as a statistical measure and does not indicate that there was no displeasure], those responding focused on geographic distance and expense as negative factors. The issues of time expenditure and securing staff replacement were also targeted, particularly among school librarians.

*The issues which received the greatest number of responses are concrete and therefore relatively straightforward and easy to identify. As with Maslow's hierarchy of needs, the more basic needs must be met before higher level needs can be expressed. This concept should be considered as Montana's continuing education planning moves forward.*

Question 3: Specific CE topics of interest

Librarians were most interested in basic and intermediate levels of time management, marketing, budgeting, coping with change, planning, grantsmanship, technologies, political effectiveness, and funding. In addition, they asked for intermediate and advanced level training in personnel management, professionalism and image, and library skills instruction. Further, they wanted continuing education at all three levels (basic, intermediate and advanced) in standards, automation, and library skills.

Support staff indicated interest in basic and intermediate time management, automation topics, technologies, and library skills. Interest was also expressed for intermediate and advanced training in library skills instruction.

*The wide range of interests expressed in the responses further substantiates the overwhelming response found in the next question. Montana library workers are aware of those areas in which continuing education is so vital in this changing society and are vocal about expressing those needs. The climate for continuing education is fertile and the seeds are planted; nurturing growth is a major challenge and responsibility.*

Question 4: Importance of continuing education

Eighty-one percent of librarians and support staff rated continuing education as either important or extremely important. Another 12 percent indicated that CE was somewhat important to them. **This strong affirmation of the need for continuing education among Montana library staff members is extremely important and is a keystone of the long range plan.**

*There is an absolute mandate here.*



Question 5: Distance respondents are willing to travel

The outside limit indicated by forty percent of the respondents is between 100 and 249 miles. However, four percent were unwilling to travel more than five miles; sixteen percent cited five to 49 miles as their limit; and 23 percent were reluctant to go beyond the 50-99 mile range. Therefore, a total of 43 percent were unwilling to travel more than 100 miles. Several comments were received from respondents that tied willingness to travel to the topic presented and/or whether funding was available.

*In Montana, a state of vast distances, a reluctance to commit time to extensive travel is not surprising. In such a situation, alternative delivery systems would seem to be a natural route to pursue. Continuing education via telecommunications and audiovisual media --and whatever additional technologies become available-- would reduce time and distance concerns to manageable levels.*

Question 6: Cost of the most significant CE event attended in the past year

The greatest response came from librarians, twenty-six percent of whom indicated an expenditure of \$100-\$250. This response came primarily from school and public librarians. Unfortunately, the second highest response, representing sixteen percent of librarians and thirty-two percent of support staff, was that no continuing education events had been attended in the past year. Free programs also received a major response: ten percent of librarians and twenty-one percent of support staff, which may reflect inservice training. Librarians responded to other cost categories [including the more than \$500 category] with a rather even ten to thirteen percent per category.

*Cost is always a factor. However, there is a very real relationship between willingness to pay [on the part of either the student or the institution] and the perceived quality of the continuing education event. Experience dictates that where quality leads, cost --and willingness to pay-- will follow.*

Question 7: Payment for continuing education.

There were three major responses to this question from both librarians and support staff. Thirty-two percent reported a combination of self and institution supporting their continuing education activities; twenty-six percent claimed that they were self-financed; and twenty-two percent were supported by their library/institution. The twenty-three percent electing not to respond may reflect, in part, the free programs cited in Question 6.

*Payment for continuing education must be viewed as a concern and responsibility that is*



*shared by the individual, the institution and the larger society. It is unrealistic to assume that any one portion of this triumverate should assume the entire financial burden. "Who should pay?" is a national question, not specific to Montana, and one that commands continued attention and dialogue. It is ironic that public monies are directed primarily to K-12 education, secondarily to post-secondary education--and only minimally to the continuing education that would assure that the original education is not outdated! There are political considerations to be factored into this dialogue, but the overriding issue is one of effectively progressing within the Information Society. Continuing education is essential to this progression.*

Question 8: Time spent away from the job attending continuing education events

Thirty-eight percent [thirty percent of librarians and forty-nine percent of support staff] reported that no work days were expended in pursuit of continuing education, a result that can be traced [again, in part] to both the cited free programs, which may include inservice training, and the numbers who did not attend any continuing education in the past year. However, twenty-seven percent [twenty-eight percent of librarians and twenty-four percent of support staff] spent two to three days away from the job attending continuing education.

*The time spent in pursuit of continuing education is an asset to both individual and organization--and an institutional strength. Staff members become recharged and return full of enthusiasm and new ideas. When organizational rewards are designed to encourage and build upon staff learning and growth, the entire organization benefits.*

Question 9: Level of library preparation desired [beyond present level]

Librarians, particularly school librarians, expressed a strong desire for a master's degree in library science [twenty-one percent]; the same percentage held true for support staff as well, raising the overall percentage of response to twenty-six percent. Other options receiving expressions of strong interest included non-credit intermediate and advanced library skills and assorted college courses.

*There is a strong mandate for college courses in library and information studies, most specifically in terms of earning a Master's Degree from an ALA accredited program. While no Montana institution of higher learning presently offers such a degree, strategies could be developed to cooperate with existing programs elsewhere in the United States to bring in courses [again possibly utilizing telecommunications], arrange for reciprocal tuition and/or establish scholarships for Montana residents to attend classes in another state.*





Question 10: Yes/No responses to given statements. Major results from this question include the following:

- Academic, public and special library staff members are most often encouraged to use work time for continuing education; school library staff have much more difficulty.
- Eighty-six percent of the respondents feel that continuing education is important to their job.
- In terms of recognition/reward for participation in continuing education activities, the total results are almost evenly distributed; however, this total result is built upon academic library staff members' two-to-one positive response and school library staff members' two-to-one negative response.
- In public and school libraries, substitutes are generally available to cover absence; this is not true in special libraries; and in academic libraries, the response is mixed.
- Institutional reimbursement appears to be frequently available for some portion of continuing education, except for school library support staff.
- The existence of an institutional policy regarding continuing education has prompted a mixed response: twenty-eight percent replied that such a policy does exist; an equal percentage really don't know; and forty percent assert that no such policy is in place.
- An overwhelming eighty-nine percent of the respondents are willing to sometimes attend a continuing education event at their own expense.
- Sixty-eight percent favor a Montana system for certification of public librarians, with a mixed response as to whether such a system should be voluntary or mandatory [support for voluntary is found among public library staff; support for mandatory comes from academic and school library staff].
- In terms of establishing a system for certification of public library support staff, fifty-six percent agree that this should occur; the overwhelming preference is for a voluntary system.
- Sixty-two percent would be willing to participate in a certification system-- particularly if such a system were voluntary.
- Finally, sixty-nine percent responded that their institution does not provide continuing education opportunities for volunteers.

*Most of these issues have been treated earlier in the survey responses, at least in part, with the major exception of the certification issue. Certification has a two-fold purpose: 1) to assure the community that the librarian and/or support staff person has had appropriate and sufficient education*



*to adequately perform the job; and 2) to provide a baseline of competence upon which to predicate library positions. In addition, recertification requirements provide further assurance that competence is being maintained.*

*It is apparent from the responses that certification has received a preliminary stamp of approval--initially, at least, in the voluntary mode.*

#### Question 11: Reasons for participation in continuing education

Personal reasons for participation centered on personal interest and the need to learn, keep updated and improve skills. Workplace reasons focused on sharing knowledge gained with other staff members, skills needed for the job, and relevance to job responsibilities. Other reasons included the reputation of the speaker, the credibility of the provider/sponsor, and the accessibility of the activity.

*Although the responses to Question 12 focus on monetary rewards, the reasons given for participation are significantly "other-directed". While recognizing that librarianship is a service profession and thereby tends to attract service-oriented individuals, the results are still noteworthy. The highest calling for educational purpose is based in intrinsic motivation, rather than extrinsic. This is clearly evident here. Montana librarians are to be commended for their dedication and high ideals--and deserve the continuing education to support them.*

#### Question 12: Preferred ways used to recognize participation in continuing education

The three most often selected mechanisms for recognition were based in monetary rewards of one kind or another: tuition and fee reimbursement; expenses paid; and salary change/increase. Librarians were also interested in release time and an opportunity to share the knowledge gained. Support staff also targeted a record in the personnel file.

*Even though educational purpose may be high, the respondents are seeking tangible and concrete recognition of their efforts. This intent may be two-fold: first, to receive the type of recognition that is valued in our society; and second, a higher value, to enable continuing education take place where it might otherwise not be possible.*

#### Question 13: Providers of educational opportunities identified as used for continuing education

Primary providers cited were professional associations [fifty-two percent] and library education programs [forty-three percent]. [Note: More than one selection was allowed by each respondent.]



*This response is bittersweet. It has been previously acknowledged that professional associations, by both intent and default, supply a major portion of continuing education activities; this reality is confirmed. However, the second "vote" for library education programs comes in the face of further retrenchment in the discipline of library science by Montana institutions of higher learning. If there is a message here, it is that a mandate for quality, if not quantity in library science programs is warranted.*



### Needs Assessment Questionnaire Results [ Policymakers] N=39

#### Question 1: Importance of continuing education

Eighty-five percent of the respondents believe that continuing education is either extremely or very important. No one thought it unimportant.

*This response is most encouraging--and makes a strong case for state-wide consensus on this point.*

#### Question 2: Institution funds continuing education activities

Sixty-one percent indicated that institutional funding was available.

*This is a heartening response, but it also points up an opportunity for growth and change among the remaining thirty-nine percent!*

#### Question 3: Institution has continuing education policy

Although the total divided almost in half, the distribution of replies indicated that policies were more readily found in academic and school libraries than in special or public libraries.

*Another area for growth and change, the establishment of a continuing education policy is a critical first step in institutional support of, first, the concept of continuing education and, second, the reality.*

#### Question 4: Librarians are given work release time to participate in CE activities

Seventy-four percent of those policymakers responding indicated that work release time is given.

*Again, a satisfying response, but there is obvious potential for improvement.*

#### Question 5: Members of library staff are given work release time to attend CE

While the response is still definitely in the affirmative [59%], twenty-eight percent reported that there was not release time for staff members.

*There seems to be a pervasive notion that while "professionals" may need and deserve continuing education, it is not as necessary for support personnel. This is both a philosophical and pragmatic error, as today's fast-paced world absolutely demands that all workers keep up with the rate of change.*





Question 6: A reward/recognition system is in place

Almost the reverse of the previous question, fifty-nine percent responded that there was no reward system, while twenty-eight percent do have such a system in place.

*Given the nature of human motivation, which [in an ideal world] operates on intrinsic reward but [in the real world] seeks out extrinsic recognition, this response is unacceptable. From the earliest years, when smiling faces decorated classroom assignments, people learn to seek out reinforcers of behavior. Such reinforcement is simply good management and strategies need to be developed to encourage mechanisms of reward/recognition for participation in continuing education.*

Question 7: Montana should have a certification system for public librarians

Just over half the respondents voted in favor of a certification system, with most preferring a voluntary model. Another quarter were uncertain and did not venture an opinion, while twenty-one percent rejected the idea.

*This response is not surprising, considering the results of the previous question. A certification system can be considered a type of recognition and serves as a testimonial that the person earning such certification has attained a stated level of competence and achievement. Policymakers do not seem to be in tune with the sentiment from the field on the same issue. Lobbying [in the educational sense] seems indicated.*

Question 8: Montana should have a certification system for public library support staff

Thirty-eight percent rejected this proposal. Of the twenty-eight percent approving the concept, almost two-third preferred the voluntary model. Thirty-one percent were uncertain.

*As in Question 5, the regard for the needs of support staff [in relation to librarians] is less informed. While it is true that certification systems are most frequently designed for professionals in a discipline, there are many systems of licensure that apply to the trades and other occupations. If Montana library support staff feel that a certification system would be of personal value, such a system should be investigated.*

Question 9: Continuing education is provided for volunteers

Corroborating the results of the librarian/support staff questionnaire, sixty-four percent of the policymakers stated that no continuing education is available for volunteers.

*Particularly in times of economic retrenchment, unpaid staff are relied upon for increasing*



*numbers of tasks. Logic would seem to dictate that these individuals must also be knowledgeable about new developments, trends and issues, and continuing education efforts would appear to be a sensible approach.*

Question 10: Personal continuing education needs regarding libraries are being met

Slightly more than half the policymakers felt that their needs were being met; twenty-one percent did not. The remainder were uncertain.

*Uncertainty here must be classified as a negative response. If their needs were being met, they would be aware of that reality. Therefore, there is much opportunity present in terms of educating policymakers to the importance and needs of libraries and staff.*

Question 11: Barriers working against providing continuing education for library staff

Academic library policymakers ranked lack of funds as the #1 barrier, followed by lack of opportunities and geographical distance in the #2 slot. Special library policymakers cited lack of opportunities, geographical distance and lack of time, but did not rank their responses. Public policymakers strongly indicated that funding was the major issue, followed by geographical distance. School policymakers also voted lack of funds as #1, with lack of time and geographical distance competing for the second spot.

*Money, distance, time and lack of opportunities present a formidable list of barriers. However, as with all barriers, they can be overcome with imagination and creativity. The statewide continuing education committee has taken the results of these surveys and the regional meetings and prepared a draft long range plan which is printed in its entirety in the next chapter. As with all plans, it is subject to revision as conditions warrant.*







Montana Long Range Plan for Continuing Library Education  
1988 - 1993

Mission

To provide for and encourage the achievement, maintenance and enhancement of knowledge, skills and attitudes of all library personnel including paid and unpaid staff and policymakers in order to meet the library and information needs of Montana residents.

Needs Assessment

See Chapters 1 and 2

Goals and Objectives

**Goal I: To establish the position of Statewide Continuing Education Coordinator in the Montana State Library to provide leadership and coordination in fulfilling the goals and objectives of this plan.**

Objective A<sup>1</sup>: Secure funding for the position of Coordinator according to the following schedule:

.3 FTE [exists now in Library Development Officer position]

.5 FTE by 1989

1.0 FTE by 1992

Responsibility: Montana State Library Commission; Montana State Library; Montana Library Association Legislative Committee

-or-

Objective A<sup>2</sup>: Contract with an outside person by 1989.

Responsibility: Montana State Library Commission

Objective B: Establish an on-going Statewide Continuing Education Advisory Committee, by Spring 1988.

Responsibility: Montana State Library Commission





**Goal II - A: To provide non-credit Intermediate and advanced continuing education workshops**

Objective A: Encourage increase of money through the Montana Library Association for non-credit continuing education courses, starting immediately and continuing.

Responsibility: Statewide Continuing Education Advisory Committee; CE Coordinator; Montana Library Association Members

Objective B: Promote financially sound continuing education opportunities through alternative funding or self-supporting mechanisms, starting immediately and continuing.

Responsibility: CE Coordinator; Statewide CE Advisory Committee; Montana Library Association

Objective C: Investigate, evaluate and make recommendations for a possible pilot project concerning alternative delivery systems, starting immediately.

Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective D: Provide more substantive and longer [2-5 days] continuing education opportunities, by summer 1989 and continuing.

Responsibility: CE Coordinator; Statewide CE Advisory Committee; MLA -Continuing Education Committee; Montana State Library Commission

Objective E: Coordinate planning and implementation by creating a calendar-clearinghouse of regional continuing education opportunities, by fall 1988.

Responsibility: CE Coordinator



Objective F: Use high quality experts as instructors for continuing education programs, starting immediately.

Responsibility: CE Coordinator; Statewide CE Advisory Committee; MLA-CE Committee; Federations & others.

**Goal II-B: To assure that high quality continuing education opportunities are available to Montana library personnel**

Objective A: Investigate, through the American Library Association and others, possible quality approval models, (i.e. provider approval, prior approval of courses, school district requirements), and make recommendations for implementation by fall 1990.

Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective B: Create a statewide mechanism for continuing education quality control based on recommendations from "A", by fall 1991.

Responsibility: Statewide CE Advisory Committee; State Library; CE Coordinator; MLA Board

**Goal III-A: To determine appropriate mechanisms for delivering continuing education at a distance and to implement such mechanisms.**

Objective A: Investigate, evaluate and report the capabilities of existing systems ( i.e. telecommunication at College of Great Falls and bridge in Telecommunication Division ) to the CE Coordinator and Statewide CE Advisory Committee, by fall 1988.

Responsibility: Rural Information Specialist



Objective B: Investigate, evaluate and report the capabilities of broadcasting via low power television, local cable, public television and radio, FM signal, vertical blanking interval [VBI] to the Statewide CE Advisory Committee, by fall 1988.

Responsibility: Rural Information Specialist

Objective C: Investigate possible telecommunication linkages with existing courses in other states, by fall 1988 and ongoing.

Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective D: Deliver, within the boundaries of each of the six library Federations, one substantive CE program via an alternative delivery system by fall 1990.

Responsibility: Montana State Library

Objective E: Develop and publicize a resource center [housing video cassettes, audio tapes, computer software, etc.] in cooperation with the Office of Public Instruction, by fall 1989.

Responsibility: CE Coordinator; Montana State Library; OPI

**Goal III-B: To create and implement a system of certification and re-certification for public library personnel including a recognition system for all paid and unpaid library staff**

Objective A: Establish a separate task force or assign responsibility to the State CE Advisory Committee to design a certification and recognition system and mechanisms for implementation, by April 1988.

Responsibility: Montana State Library Commission



Objective B: Develop a manual of certification rules and procedures, by March 1990

Responsibility: CE Coordinator; Statewide CE Advisory Committee

Objective C: Take designed system to Montana State Library Commission for approval [via Administrative Rules], by March 1990.

Responsibility: Task Force or Statewide CE Advisory Committee; CE Coordinator

Objective D: Implement certification and requirement mechanisms, by July 1990.

Responsibility: Montana State Library Commission; Montana State Library; CE Coordinator

Objective E: Support monetary objectives of the long range plan, ongoing.

Responsibility: CE Coordinator; Statewide CE Advisory Committee; Montana State Library Commission; Montana State Library; Montana Library Association

**Goal IV-A: To Increase participation in and availability of relevant college courses for academic credit including those on basic library skills**

Objective A: Encourage an increase in CE grant funds available through MLA for academic courses, starting immediately .

Responsibility: Statewide CE Advisory Board through liaison to MLA

Objective B: Encourage Friends of Montana Libraries to develop a scholarship fund, starting immediately and accomplished by April 1989.

Responsibility: CE Coordinator; Chair of Statewide CE Advisory Committee





Objective C: Negotiate with Montana's colleges and university units for at least one of them to offer extension and telecommunication courses, with such course offerings in library-related subjects in place by 1991.

Responsibility: CE Coordinator; Montana State Library

Objective D: Negotiate for intermediate and advanced level information and library science courses to be offered at appropriate times, beginning now and accomplished by 1991.

Responsibility: CE Coordinator; Montana State Library; Montana Library Association; Montana Education Association [through networking]

Objective E: Develop clearinghouse on existing library educational opportunities and financing, by fall 1988.

Responsibility: CE Coordinator

**Goal IV-B: To require that every library develop a continuing education policy that addresses the needs of all levels of staff and policymakers, both paid and unpaid**

Objective A: Develop guidelines for policies, including local funding commitment, by fall 1989.

Responsibility: Statewide CE Advisory Committee; CE Coordinator

Objective B: Tie compliance to grant funding, by fall 1990.

Responsibility: Montana State Library Commission



**Goal V: To Improve access to the ALA-accredited MLS programs**

Objective A: Seek additional funding sources for scholarships for individuals [including other educational agencies], to be done annually.

Responsibility: CE Coordinator; Statewide CE Advisory Committee; MLA -CE Committee; Montana Library Services Advisory Council; Montana Library Commission; Statewide Friends group

Objective B: Authorize two LSCA grants/scholarships for full-time MLS studies [annually: two years per grant], by spring 1988.

Responsibility: Montana Library Services Advisory Council; Montana State Library Commission

Objective C: Investigate bringing existing programs from ALA-accredited schools to Montana, by January 1989.

Responsibility: CE Coordinator

Objective D: Negotiate in-state tuition arrangements with ALA -accredited schools, by January 1989.

Responsibility: CE Coordinator

Objective E: Lobby for funding of WICHE program, by next legislative session in January 1989.

Responsibility: MLA Legislative Committee; Montana State Library Commission



**Goal VI: To provide regular continuing education opportunities for support staff,  
volunteers and trustees**

Objective A: Include appropriate materials for this goal in Resource Center  
[see Goal III-A, Objective D], starting in fall 1989 and continuing.

Responsibility: CE Coordinator; Montana State Library;  
Office of Public Instruction

Objective B: Develop training packages on teaching techniques for adult education for  
continuing education presenters at all levels and offer on a regular  
basis, by fall 1989.

Responsibility: CE Coordinator; Montana State Library

**Goal VII-A: To conduct periodic needs assessments to determine areas of  
continuing education needs**

Objective A: Focus on topics identified in 1987 questionnaire results for  
immediate application.

Responsibility: CE Coordinator; MLA - CE Committee;  
Federation Coordinators

Objective B: Request that federations, the Montana Library Association  
and others collect and provide continuing education needs  
assessment data to the State CE Coordinator biannually, by  
July 1, 1990.

Responsibility: Statewide CE Advisory Committee; Montana  
State Library; Montana State Library Commission; CE Coordinator



Objective C: Provide a formal mechanism to communicate to providers of credit and non-credit educational opportunities the information obtained from the CE needs assessment reports (above), by July, 1990.

Responsibility: Statewide CE Advisory Committee; CE Coordinator

**Goal VII-B: To provide staffing alternatives so that staff can attend continuing education opportunities**

Objective A: Request that the MLA Executive Board establish a committee or charge an existing committee with the responsibility to structure a staff exchange program with specific opportunities available by April 1989.

Responsibility: Statewide CE Advisory Committee

Objective B: Create a pool of available substitutes in each federation, by April, 1989.

Responsibility: CE Coordinator; Federation Coordinators

Objective C: Investigate funding strategies for alternative staffing, by April, 1989.

Responsibility: CE Coordinator; Montana Library Services Advisory Council; Statewide CE Advisory Committee





### Evaluation

Throughout the Phase Two of the planning process, the implementation phase, the Statewide Continuing Education Advisory Committee, together with personnel from the State Library, will create the Operational Plan for 1988, adding Action Strategies that will accomplish the Objectives that are targeted for 1988 completion. Both the long range and operational plans will be monitored and necessary adjustments will be made to the goals and objectives, the action strategies, the time lines, and the responsibility designations. At the end of 1988 [and every year thereafter], a final summary evaluation will be made of the year's activity and the next year's operational plan will be formulated--together with an updating of the long range plan.

Needs assessment data will be monitored as a part of the long range plan, relying upon secondary sources for the annual review. However, at least every five years [or more often if conditions change substantially], primary data should again be gathered via surveys, regional meetings and/or other mechanism. Trends should be analyzed as well; an occasional Delphi study using a sample of the Montana library community would be a useful addition to the mix of information. It is important to recognize that data gathering and evaluation are a means to an end: better decision-making and better library service for the citizens of Montana.

The individuals who serve the citizens of the state by providing library/information service are dedicated and committed. The need for continuing education for these individuals is real. They deserve a system which will provide them with the opportunity to acquire and improve their professional skills and knowledge.

This long range plan is designed to be a first step towards providing these people with educational opportunities. The goals and objectives presented here seek to provide the education that is both needed and deserved by the Montana library community.



**Notes from meeting of Continuing Education Committee, May 29, 1987  
Montana State Library, Helena, Montana**

Committee's perception of existing Montana continuing education system:

- Association sponsored (annual conference)
- Fall retreats (school librarians)
- Federation sponsored workshops
- University courses
- Union convention
- Vo-tech (now part of university system)
- Regional library associations (PNLA - Pacific Northwest Library Association & MPLA - Mountain Plains Library Association)
- LSCA Projects (Federal Funds - Library Services & Construction Act)
- Trust/Foundation funded opportunities
- Local (consortia)
- Videotapes/audiotapes/films
- Vendors (jobbers, database & bibliographic utilities)
- Books/journals (self-study)

Summaries of libraries and personnel for each type (these were estimates, not actual):

| LIBRARIES | #   | PAID STAFF                                       | UNPAID   | POLICY MAKERS   |
|-----------|-----|--|--|---|
| Academic  | 24  | 200 total staff<br>40% librarians<br>60% support | Friends<br>Students<br>Retired (RSVP)                          | Legislature<br>Regents<br>Commission<br>Administration<br>Faculty Library Com.                                |
| Public    | 110 | 180 total staff<br>66% librarians<br>33%         | Trustees<br>Citizens<br>Friends<br>Retired (RSVP)              | Boards (governing)<br>Commissioners<br>City council<br>Federation Boards<br>Legislature<br>Library Commission |
| School    | 400 | 500 total staff<br>90% librarians<br>10% support | Volunteers<br>Student aides<br>Parents aides<br>Retired (RSVP) | State Board<br>School Board<br>Administration<br>District<br>Building   |
| Special   | 50  | 50 total staff<br>90% librarians<br>10% support  | Few  | Office of Public Int.<br>Administration<br>Legislature<br>Boards<br>Legislature                               |



## **APPENDIX -- A (continued)**

Barriers to CE for each type of library (as perceived by the Committee)

### **ACADEMIC LIBRARIES:**

1. Financial - institutional & personal funds
2. Geographic isolation - weather, distance
3. PR problem -- importance of library in priorities
4. Need to travel out of state
5. University system -- lack of availability of courses, access, currency of content, no CE targeting of librarians

### **PUBLIC LIBRARIES:**

1. Financial - institutional & personal funds
2. Geographic isolation - weather, distance
3. Attitude
4. No career ladders

### **SCHOOL LIBRARIES:**

1. Financial - institutional & personal funds (includes release time, substitute costs and administrative support)
2. Geographic isolation - weather, distance
3. Attitude
4. PR - importance of library in priorities
5. University system - lack of availability of courses, access, currency of content, no targeting of librarians

### **SPECIAL LIBRARIES:**

1. Geographic isolation
2. Financial - institutional & personal funds
3. Attitude
4. Level of information relative to possible audience (small number of staff, but high degree of sophistication)
5. Need to travel out of state



# APPENDIX -- A (continued)

WHERE LIBRARY STAFF MEMBERS, VOLUNTEERS, ETC. NOW GET CE

|                           | PUBLIC    |         |            |               | ACADEMIC   |         |            |               | SPECIAL    |         |            |               | SCHOOL     |         |            |               |
|---------------------------|-----------|---------|------------|---------------|------------|---------|------------|---------------|------------|---------|------------|---------------|------------|---------|------------|---------------|
|                           | LIBRARIAN | SUPPORT | VOLUNTEERS | POLICY-MAKERS | LIBRARIANS | SUPPORT | VOLUNTEERS | POLICY-MAKERS | LIBRARIANS | SUPPORT | VOLUNTEERS | POLICY-MAKERS | LIBRARIANS | SUPPORT | VOLUNTEERS | POLICY-MAKERS |
| Associations              | X         | X       | X          | X             | X          | X       |            | X             | X          | X       |            | X             | X          |         |            | X             |
| Universities (in/out MT)  | X         |         |            |               | X          | X       |            |               | X          | X       |            |               | X          | X       |            | X             |
| Self-study                | X         | X       | X          | X             | X          | X       |            |               | X          | X       |            |               | X          | X       | X          | X             |
| Networking                | X         | X       | X          | X             | X          | X       |            | X             | X          | X       |            | X             | X          | X       | X          | X             |
| Vendors                   | X         | X       |            |               | X          | X       |            |               | X          | X       |            |               |            |         |            |               |
| Staff development program | X         |         |            |               | X          | X       |            |               | X          |         |            |               | X          |         |            |               |
| Foundation funded         | X         |         |            |               | X          |         |            |               | X          |         |            |               |            |         |            |               |
| Librarians                |           | X       | X          | X             |            | X       | X          | X             |            | X       |            | X             |            | X       | X          |               |
| Vo-tech                   |           | X       |            |               |            | X       |            |               |            | X       |            |               |            | X       |            |               |
| Support Staff             |           |         | X          |               |            |         | X          |               |            |         |            |               |            |         | X          |               |
| Lobbyists                 |           |         |            | X             |            |         |            | X             |            |         |            | X             |            |         |            | X             |
| Inter-level communication |           |         |            | X             |            |         |            | X             |            |         |            |               |            |         |            | X             |
| Federations               | X         | X       |            | X             |            |         |            |               |            |         |            |               | X          |         |            |               |
| State Library             | X         | X       |            | X             |            |         |            |               |            |         |            |               |            |         |            |               |
| City sponsored            | X         | X       | X          |               |            |         |            |               |            |         |            |               |            |         |            |               |
| Attorneys                 |           |         |            | X             |            |         |            |               |            |         |            |               |            |         |            | X             |
| School districts          |           |         |            |               |            |         |            |               |            |         |            |               | X          | X       | X          |               |
| Office of Public Instruc. |           |         |            |               |            |         |            |               |            |         |            |               | X          |         |            |               |
| Video tapes               |           |         |            |               |            |         |            |               |            |         |            |               |            |         |            | X             |
| Unions                    |           |         |            |               |            |         |            |               |            |         |            |               | X          | X       |            |               |





## APPENDIX -- B

MONTANA STATEWIDE CONTINUING LIBRARY EDUCATION NEEDS ASSESSMENT  
& LONG RANGE PLAN PREPARATION

## Directory of Providers

Institution or Association Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Contact Person \_\_\_\_\_ Position \_\_\_\_\_

1. How does the provision of continuing library education relate to the mission of your organization?
2. How do you see your continuing library education role/mission relate to that of other providers?
3. As part of the Montana Statewide Continuing Library Education Needs Assessment and long range plan for CE, we are developing an inventory of continuing library education opportunities. Before we get into the specifics of your offerings, could you tell us generally what you/your group do in the way of providing CLE?



## APPENDIX -- B (continued)

4. How do you decide what to offer?

5. What are the principal roles that you/your group perform vis-a-vis continuing library education?

- \_\_\_\_\_ Resource that can be called on when/as needed
- \_\_\_\_\_ Initiator of continuing education for library personnel
- \_\_\_\_\_ Consultant to particular library staffs/groups
- \_\_\_\_\_ Facilitator of planning for CLE
- \_\_\_\_\_ Other - What?

6. What are the principal formats used in your continuing library education in the last two years?

- \_\_\_\_\_ Workshop
- \_\_\_\_\_ Conference
- \_\_\_\_\_ Lecture/Colloquim series
- \_\_\_\_\_ College course
- \_\_\_\_\_ Short course
- \_\_\_\_\_ Auto-tutorial
- \_\_\_\_\_ Correspondence course
- \_\_\_\_\_ Consultation
- \_\_\_\_\_ Other - What?



## APPENDIX -- B (continued)

7. We would like to try to describe the focus of your continuing library education offerings in the last 2 years.

- a. What is the primary target audience you have in mind when you plan CLE? Are there other groups that are also served by your CLE?

| Primary | Other | Target Audience                     |
|---------|-------|-------------------------------------|
| _____   | _____ | Librarians/media professionals      |
| _____   | _____ | Support staff                       |
| _____   | _____ | Trustees/advisory committee members |
| _____   | _____ | Volunteers/friends                  |
| _____   | _____ | Other - Who?                        |

- b. Are there any eligibility requirements or prerequisites that an audience must have to take advantage of your offerings?

- c. In the last 2 years has your CE been primarily directed toward:

\_\_\_\_\_ public libraries  
\_\_\_\_\_ school libraries/media centers  
\_\_\_\_\_ Community college libraries/learning resource centers  
\_\_\_\_\_ higher education libraries  
\_\_\_\_\_ special libraries  
\_\_\_\_\_ Other - what?  
\_\_\_\_\_ All library types

- d. Are there particular library functions that your CLE has focused on in the last 2 years? (Read list; concentrate on major foci.)

\_\_\_\_\_ Development of collection (includes analyzing user needs for materials, cooperative collection development, generating orders, identifying sources, selection, withdrawing, gifts and exchanges, keeping materials purchase accounts, serials control)



## APPENDIX -- B (continued)

### 7 d. Continued

- \_\_\_\_\_ Organization of collection (includes development of the classification system, cooperative cataloging, classification, adapting centralized cataloging to local specifications, filing systems, indexing)
  - \_\_\_\_\_ Preparation and maintenance of collection (includes processing, binding, preservation, microfilming)
  - \_\_\_\_\_ Storage and retrieval of collection (includes shelving, inventory, moving collections, searching for lost items, filing, signage, related library equipment - A-V, shelves, files, etc. - archives)
  - \_\_\_\_\_ Circulation (includes circulation systems, interlibrary loan, reserves, registration, user complaints)
  - \_\_\_\_\_ Interpretation and use of collection (includes library instruction, reference, reader guidance, instruction in A-V use, programming, exhibits and displays, faculty liaison, information and referral, service to special groups, database searching, storytelling)
  - \_\_\_\_\_ Management (includes library policies, planning, library statistics and measures, governance, personnel, systems analysis, data processing, budgeting, finance, public relations, buildings, contracting, supervision, evaluation, volunteers, networking, human relations, censorship, community analysis)
  - \_\_\_\_\_ Information production (includes cable, A-V production, audiotapes, individualized discs, micros for users)
- e. Do you anticipate any major shifts in emphasis or clients or other focus during the next few years?

### 8. Now if we could turn to the resources involved in providing continuing library education.

- a. Let's turn first to personnel. In the last 2 years, have you relied primarily on in-house resources, or do you use outside resource persons?

- \_\_\_\_\_ In-house
- \_\_\_\_\_ External Where does funding for outside resource persons come from?

- b. Now facilities. What facilities have you used during the last 2 years?





## APPENDIX -- B (continued)

- c. In the last 2 years have you produced materials (e.g. audio-visual aids, printed materials, videotapes, etc.) for use in your continuing education?

\_\_\_\_\_ No

\_\_\_\_\_ Yes - Where have you obtained production facilities?

- d. How about communications capabilities (e.g. mailing distribution, telephone conferencing, radio or video casting) - were these used in the last 2 years?

\_\_\_\_\_ No

\_\_\_\_\_ Yes - Where did you obtain them?

- e. How were these resources (i.e. facilities, production, communication) acquired/paid for?

9. All of us operate within constraints or limits imposed on our operations. What do you find to be the most severe constraints on your continuing library education efforts? (E.g. staff limitations, mission, fee structures.)

10. Now, in regard to information useful for planning,

- a. What would you want to know about consumers so that you can better plan CLE opportunities?

- b. What would you like consumers of CLE to know about you so that they can make appropriate use of your offerings?



## APPENDIX -- B (continued)

11. What forms of recognition are offered? For what types of CLE opportunities?

| <u>Recognition</u>               | <u>CLE Type(s)</u> |
|----------------------------------|--------------------|
| _____ College credit . . . . .   |                    |
| _____ CEU . . . . .              |                    |
| _____ Certificate/diploma . . .  |                    |
| _____ Certification points . . . |                    |
| _____ Other - What? . . . . .    |                    |



## **APPENDIX -- B (continued)**

**1. How does the provision of continuing library education relate to the mission of your organization?**

directly - coordinators (2)  
directly - providers (3)  
part of library development role (2)  
no continuing education provided (2)  
part of development of whole person  
providing liberal arts emphasis to continuing education  
preparation of entry level librarians  
related to school of education  
way to improve services  
related to teacher education  
mandated as extension of service mission  
no answer or did not understand (2)

**2. How do you see your continuing library education role/mission related to that of other providers?**

assist directors in implementation of standards  
provide the opportunities for growth  
as supplementation -- planners and coordinators  
cooperate with other colleges -- for teacher education  
competitive  
coordinators and providers  
another opportunity  
cooperative effort  
cooperation at all levels  
articulation of agreements for credit for transfer  
leaders and coordinators with school and public libraries  
no CE (2)  
no answer (4)

**3. ....could you tell us generally what you/your group do in the way of providing continuing education?**

general training for library trustees; regional workshops; provide consultants  
workshops; conferences; summer courses  
workshops; hiring a CE coordinator  
courses for credit  
CE provided upon request  
workshops; locate resource people; secure grant money  
offer one course  
workshops; published bibliography of CE resources; tape conferences;  
provide grants



## APPENDIX -- B (continued)

faculty available upon request  
summer workshops & classes for library science minor  
conduct surveys every 2 yrs; workshops; assist association with workshops;  
offer cooperatively credit courses; publicise other state offerings; provide  
education "kits" for ILL; provide state students opportunities at accredited  
schools  
workshops; courses; seminars; sponsor credited library offerings  
seminars; workshops and graduate level courses on site; grad courses via  
Com Net  
no CE (2)  
no answer

### 4. How do you decide what to offer?

from state objective and new standards; needs assessment  
from state certification requirements; student requests  
pertinent topics; library's request  
offer courses when requested  
by need and financial feasibility  
from evaluation sheets at annual conference  
decision made by CE committee  
requests from professional groups, school districts or faculty  
to keep current; survey of potential students  
attempt to provide a course  
survey; national trends; requests  
set curriculum; requests  
planned programming for master's degree program; respond to needs;  
perceptions of needs  
no CE (2)  
no answer (2)

### 5. What are the principal roles that you perform vis-a-vis CE?

resource that can be called on when/as needed (9)  
initiator of continuing education for library personnel (8)  
consultant to particular library staffs/groups(5)  
facilitator of planning for CE in conjunction with state library association (8)  
other - what?  
resources for program presenters  
providing financial support  
disseminator of information on CE offerings in the region  
regular offering for minor  
university continuing education committee; state project  
no answer (2)  
no CE (2)





## APPENDIX -- B (continued)

**6. What are the principal formats used in your CLE in the last two years?**

workshop (11)  
 conference (5)  
 lecture/colloquim series (2)  
 college course (6)  
 short course (4)  
 auto-tutorial (2)  
 correspondence course (1)  
 consultation (3)  
 other -- what?  
     audio tapes of conference presentations; bibliography of CE resources  
     home study course; communications network  
 no answer (2)  
 no CE (2)

**7. ....to describe the focus of your CLE offerings in the last two years.**

**a) Primary target audience & other groups served by your CLE?**

|                                     |    |   |
|-------------------------------------|----|---|
| librarians/media professionals      | 11 |   |
| support staff                       | 5  | 2 |
| trustees/advisory committee members | 4  | 2 |
| volunteers/friends                  | 1  | 1 |
| teachers                            |    | 1 |
| no answer (3)                       |    |   |
| no CE (2)                           |    |   |

**b) Eligibility requirements or prerequisites?**

No (6)  
 Yes (5)  
     three courses that can be waived  
     requirements for grants  
     high school graduation for credit courses  
     some for regular courses  
     entrance in college for credit  
 no answer (4)  
 no CE (2)

**c) Primarily directed towards?**

public libraries (8)  
 school libraries/media centers (8)  
 all library types (3)  
 community college libraries/learning resource centers (0)  
 higher education libraries (0)  
 special libraries (0)  
 other -- what  
     staff (1)



## APPENDEX -- B (continued)

no CE (2)  
no answer (2)

**d) Particular library functions that your CLE has focused upon?**

collection development (7)  
collection organization (5)  
preparation & maintenance of collection (1)  
storage & retrieval of collection (1)  
circulation (4)  
interpretation and use of collection (7)  
management (7)  
information production (4)  
no answer (5)  
no CE (2)

**e) Anticipate shifts in emphasis or clients in next few years?**

No (8)

Yes (5)

trustee training; more sophisticated offerings to librarians  
basic library skills  
special courses as needed  
broader approach to topics  
include small public libraries in Com Net  
course on electronic management of information

no answer (2)

no CE (2)

### 8. Providing continuing library education:

**a) Last 2 years have you relied on...?**

In house resource persons (10)

External resource persons (5) With funding from?

LSCA Title I

self-support

conference fees

tuition and departmental funding

state library budget

no answer (3)

no CE (2)

**b) What facilities have you used during last two years?**

campus libraries (7)

public libraries (4)

classrooms (5)

no answer (3)

no CE (2)



## APPENDIX -- B (continued)

**c) Have you produced materials for use in CLE in last two years?**

no (4)

yes (9) Where are production facilities?

in house printer; state printer; borrowed video camera

in house (4)

faculty materials center

tapes professional produced

local high school

state library

no answer (2)

no CE (2)

**d) Communications capabilities -- used in last two years?**

No (7)

Yes (5) Where did you obtain them?

mailing

organization dues -- library association

on campus

newsletters

communications network

no answer (3)

no CE (2)

**e) How were these resources acquired/paid for?**

state funds (3)

LSCA Title I (2)

part of instructional facilities (2)

self supporting Com Net (1)

association dues (3)

conference fees (1)

student fees (1)

not applicable (5)

**9. What are most severe constraints on your CLE efforts?**

staff size (3)

geographic location (2)

staff limitations (11)

long range CE plan (2)

fee structure (2)

travel expenses (2)

small registration numbers (1)

lack of resources at Com Net sites (1)

no answer (2)

no CE (2)



## APPENDIX -- B (continued)

### 10. Information useful for planning:

- a) **What do you need to know about consumers to provide CLE?**  
marketing information  
how to get trustees to attend  
what content, format, location they want (8)  
priorities of need  
areas of interest (3)  
needs (2)  
no answer (3)  
no CE (2)
- b) **What do you want consumers to know about you?**  
willingness to respond to needs  
we are not intimidating  
we offer networks  
they must communicate their needs and evaluations  
information on offerings, schedules, fees (3)  
professional development is our major function  
our options are not narrow or limited  
resource for training  
we exist  
offer a library minor  
long range planning schedules  
no answer (4)  
no CE (2)

### 11. What forms of recognition are offered & for what types of CLE?

recognition:

college credit (13)  
CEU (4)  
certificate/diploma (3)  
certification points (2)  
other (1)

opportunities:

summer session  
inservice training  
credit/non-credit core courses  
DPI certification for library media minor courses  
media specialists certification  
credit for workshops  
CEU and points for workshops  
MLS courses

no answer (2)

no CE (2)





1

- Extension



## APPENDIX -- C (continued)

-2-

NICHE

Learning to set priorities  
Repeated workshops  
Workshops: shorter, local, several together (clusters)  
State Aid Bill  
Promote CE at local level  
Trained volunteers  
Share local talent/resources  
Designated network time at Federation meetings  
Bed and breakfast  
Clearinghouse

### BILLINGS BARRIERS TO CE (In Order of Rank)

Geographic distance  
Lack of funds  
Lack of time  
Lack of college-level academic programs & Lack of policymaker support  
Lack of knowledge about what's available  
Anti-intellectual attitudes in culture and no follow through (practical application)  
Non-comprehension of need  
Personal attitudes (interest, ambition, desire)  
Lack of release time  
Formal recertification recognition for non-credit CE  
Relevance of content  
Lack of established CE policy (Funders)  
Lack of incentives - not required  
Size of library = lack of importance  
Professional isolation  
Staffing problems  
Lack of leadership  
Raise for Master's Degree, etc.  
Hassle of requesting  
Montana's location  
Poor workshop content  
Dual governance with different viewpoints  
Attitude of family/spouse  
Availability of workshops  
Lack of career counseling  
Timing of workshops  
Lack of policymakers understanding  
Speed of change  
Weather  
Too many extra curriculum  
Lack of energy  
No recognition for CE attended



## APPENDEX -- C (continued)

-3-

Communication gaps  
Too many content areas

### BILLINGS REMEDIES

FTE CE coordinator (State Library, MLA)  
Calendar/clearinghouse  
Pool of substitute librarians  
Bring national and regional workshops to Montana (2-3 days long-  
call credit) (get corporate sponsor)  
Investigate institutions like NOVA  
Talk to OFI about accreditation requirements (change law?)  
Video courses  
Video conferences (satellite)  
Teleconferencing  
Upgrade standards in rural schools  
Require 15 credits in Library Science for teaching degree and  
undergraduate and administrative  
Learn marketing  
Mentoring networking systems  
Telephones with long distance budget  
Electronic EB  
Grantsmanship course  
Foundations/bequests  
Marketing lunches  
Restore library science classes

### HAVRE BARRIERS TO CE (In order of Rank)

Money  
Time  
Distance  
Conditions of employment  
Administrative Support  
No in-state degree  
Family  
Community awareness  
Sparse population - less opportunities  
Staffing  
Priorities  
Personal problems  
Lack of course variety  
Lack of interest  
Territorialism  
Communication problems among staff  
Lack of timely information



## APPENDIX - C (continued)

- 4 -

Public support  
Image  
Transportation  
Jargon  
Weather  
Contracts, release time  
Repetition in courses

### HAVRE REMEDIES

Share in lottery  
Grants - LSCA, CST  
Incentive pay (school model)  
Certification and recertification  
Re-set priorities  
Federation scholarships  
Time management courses  
Quality more important than quantity  
Regional CE planning/production  
No weekend meetings  
Telecommunications  
Correspondence courses - Regional discussion  
Contract negotiations  
Professional lobbying  
Marketing  
Need vision/education

### MISSOULA BARRIERS TO CE (In order of Rank)

Policymakers who don't understand  
Lack of financial support  
Time - too many responsibilities  
Geographic distance  
Complacency  
Resistance to change  
No overall guidance/planning for state CE  
Lack of awareness of need for CE  
Low priority to administration/funders  
Lack of personal responsibility  
Advanced level not available  
No carrot or stick  
All members of staff cannot be gone at once  
Quality of workshops/classes  
Not many offerings  
Many opportunities not available to small libraries  
Use of excuses (not time, funds, availability)  
Released time/paying substitute





## APPENDIX -- C (continued)

-5-

Lack of ability to advance professionally  
Fear  
Lack of written goals - individual, organizational  
Lack of administrator encouragement  
No library schools  
Diversity of library size  
Must use vacation time  
Money for speaker travel  
Burnout  
Fewer specialized journals  
Subject of meeting not what wanted  
Lack of early communication about opportunities  
Attitude of superiority to available CE  
Lack of quality instructors  
Difficulty of cooperation/exchange of ideas  
Weather  
Lack of public transportation  
Dual needs of specialty vs. general librarianship  
Sense of professional "Second citizenship"  
Need to be knowledgeable in all areas (curriculum and media)  
Need to be knowledgeable in specialized areas  
Too few people with similar needs (can't attract workshops)

### MISSOULA REMEDIES

Regional cooperatives  
Emphasis on quality in CE  
Involve policymakers  
Traveling workshops  
More effort and coordination on Library Week  
Public television delivery  
Satellite/video cassette for academic credit  
Use CE credits toward Montana "degree" (certification? standard?)  
Use of media materials for individual use  
ALA schools bring in courses  
Develop basic & advanced courses in overall planned curriculum  
Sales tax  
Schools offering advanced courses  
In-state opportunity toward MLS  
Computer linkage  
Expanded statewide newsletter (with CE ads, reports, jobs)  
Balance among delivery systems  
Teleconferencing  
State clearinghouse - Resource bank, instructors, mentors  
State plan  
Intra-library CE/staff development community  
Make CE a priority  
Take advantage of other workshops (i.e. managerial, etc.)  
Certification and recognition  
Approved providers



## APPENDIX -- C (continued)

-6-

Use work time

### SCHOOL

Financial support

State/corporate/etc. scholarship

Better content publicity

Out-of-state instructors (intensive)

Make CE a job requirement

Staff exchanges

Needs assessment (on-going)

Schedule 1-9 pm & 9-12

5-year-plan for CE - MLA, MEL & Federations

Theme related conferences

CE policy in every library

Educate staff funders, etc., about CE

Educate about change

Clear understanding - what funders will give money for

CE for policymakers

Person on State Library with CE responsibility

Participate in national association (i.e. CLENER1) MLA CE Comm.

Awareness/community



## APPENDIX -- D

### HOT TOPICS

#### MISSOULA

Time management  
Motivation  
Funding  
Electronic media (telecommunication)  
Marketing  
Change  
Censorship/Intellectual Freedom  
Professionalism  
Planning  
Automated databases  
Assertiveness  
Political savvy  
Literature  
Basic skills/advanced skills  
Microcomputers applications  
Systems analysis  
Staff exchange

#### HAVRE

Time management  
Austerity management  
Economic development  
Computerization - OPACS, LANS, Telecommunication  
Communication  
Marketing  
New laws  
Personnel management  
Volunteer management  
Multi-type  
Bookkeeping  
Cost accounting/analysis  
Budgeting  
Image  
Liability  
Policies  
"Operating Standards"



## APPENDIX -- D (continued)

E-

### BILLINGS

Grantsmanship  
Marketing  
JLL/Networking  
Time management (1 person library)  
Use of new technology (Advanced)  
What else to do with an MLS  
Communication - interpersonal, electronic  
Archives  
Basics  
Where the money comes from (101) - Millage, taxation  
Revolutionary tactics  
Similarity/Differences in structure  
How to make effective presentations  
How to help local business  
Political effectiveness

### GLENDIVE

Cataloging  
Management skills  
Personnel  
Relationship with Boards, etc.  
Computer software  
Automation  
Surviving budget cuts  
Fundraising  
Skills (repair, presentation)  
Storytelling





## APPENDIX -- E

### MONTANA STATEWIDE LIBRARY CONTINUING EDUCATION COMMITTEE NEEDS ASSESSMENT QUESTIONNAIRE

1. From the following list of possible continuing education [CE] opportunities, please indicate how many library related CE activities you have engaged in during the past 2 years.

- a \_\_\_\_\_ University courses (in Montana)
- b \_\_\_\_\_ University courses (outside MT)
- c \_\_\_\_\_ Vo-tech courses
- d \_\_\_\_\_ Association Conferences
- e \_\_\_\_\_ Federation-sponsored programs
- f \_\_\_\_\_ Charitable or foundation-funded programs
- g \_\_\_\_\_ State Library-sponsored programs
- h \_\_\_\_\_ City-sponsored programs
- i \_\_\_\_\_ School district programs
- j \_\_\_\_\_ Union-sponsored programs
- k \_\_\_\_\_ Office of Public programs
- l \_\_\_\_\_ Staff development in-service
- m \_\_\_\_\_ Vendors' presentations
- n \_\_\_\_\_ Learning from/networking with \_\_\_\_\_
- o \_\_\_\_\_ other librarians
- p \_\_\_\_\_ support staff
- q \_\_\_\_\_ lobbyists
- r \_\_\_\_\_ attorneys
- s \_\_\_\_\_ others [please specify] \_\_\_\_\_
- t \_\_\_\_\_ Video tapes
- u \_\_\_\_\_ Real time television courses
- v \_\_\_\_\_ Audio cassettes
- w \_\_\_\_\_ Correspondence courses
- x \_\_\_\_\_ Teleconference courses
- y \_\_\_\_\_ Self-study

2. What aspects of those CE activities displeased you?

- a \_\_\_\_\_ Geographic distance - too far
- b \_\_\_\_\_ Too expensive
- c \_\_\_\_\_ Too time consuming
- d \_\_\_\_\_ Had to get staff replacement
- e \_\_\_\_\_ Poor presentation
- f \_\_\_\_\_ Content too advanced
- g \_\_\_\_\_ Content too elementary
- h \_\_\_\_\_ Other [please specify] \_\_\_\_\_

3. Please indicate up to 5 specific CE topics that currently interest you. Use one of the following letters to target the skill level of interest: B - basic; I - intermediate; or A - advanced.

- a \_\_\_\_\_ time management
- b \_\_\_\_\_ marketing
- c \_\_\_\_\_ budgeting
- d \_\_\_\_\_ personnel management
- e \_\_\_\_\_ standards
- f \_\_\_\_\_ coping with change
- g \_\_\_\_\_ planning
- h \_\_\_\_\_ automation topics
- i \_\_\_\_\_ grantsmanship
- j \_\_\_\_\_ technologies
- k \_\_\_\_\_ basic library skills
- l \_\_\_\_\_ political effectiveness
- m \_\_\_\_\_ funding
- n \_\_\_\_\_ professionalism & image
- o \_\_\_\_\_ library skills instruction
- p \_\_\_\_\_ other \_\_\_\_\_

4. How important is CE to you?

- a \_\_\_\_\_ extremely important
- b \_\_\_\_\_ important
- c \_\_\_\_\_ uncertain
- d \_\_\_\_\_ somewhat important
- e \_\_\_\_\_ not important

5. How far are you willing to travel to attend a CE event?

- a \_\_\_\_\_ Less than 5 miles
- b \_\_\_\_\_ 5 - 49 miles
- c \_\_\_\_\_ 50 - 99 miles
- d \_\_\_\_\_ 100 - 249 miles
- e \_\_\_\_\_ 250 - 499 miles
- f \_\_\_\_\_ 500 miles or more



# APPENDIX -- E (continued)

-2-

6. What was the cost of the one most significant CE event that you attended in the past year [including registration, travel, housing, replacement staff, etc.]?

- a ☐ N/A - I did not attend any CE
- b ☐ Free
- c ☐ less than \$50
- d ☐ \$51 - \$100
- e ☐ \$100 - \$250
- f ☐ \$251 - \$500
- g ☐ more than \$500

7. Who paid for your continuing education?

- a ☐ Self
- b ☐ Library/institution
- c ☐ Scholarship/grant
- d ☐ Combination of a. and b.
- e ☐ Combination of a. and c.
- f ☐ Combination of b. and c.
- g ☐ Combination of a., b. and c.

8. How much time in the past year did you spend away from your job attending CE events?

- a ☐ 0 days
- b ☐ 1 day
- c ☐ 2-3 days
- d ☐ 4-6 days
- e ☐ more than 6 days

9. What level of library preparation would you most like to attain [in addition to what you already have]?

- a ☐ Non-credit basic library skills
- b ☐ Non-credit intermediate library skills
- c ☐ Non-credit advanced library skills
- d ☐ Assorted college courses
- e ☐ Endorsement for school library media
- f ☐ Undergraduate major in library science
- g ☐ Master's degree in Library Science
- h ☐ Master's degree in a [non-library] subject discipline

## COMMENT OPPORTUNITY

Please use the space below to share any comments that you wish to make and then proceed to the next page.



# APPENDIX -- E (continued)

-3-

10. Please check the appropriate line in response to the following statements:

|  | YES   | NO    | DON'T KNOW |
|--|-------|-------|------------|
| a. I am encouraged to use work time for continuing education.                      | _____ | _____ | _____      |
| b. I feel CE is important to my job.   | _____ | _____ | _____      |
| c. I am recognized/rewarded for my participation in CE activities.                 | _____ | _____ | _____      |
| d. Substitutes are available to cover my absence.                                  | _____ | _____ | _____      |
| e. I can be reimbursed by my institution for some portion of my CE activity.       | _____ | _____ | _____      |
| f. My institution has a policy concerning CE.                                      | _____ | _____ | _____      |
| g. I am sometimes willing to attend a CE activity at my own time and/or expense.   | _____ | _____ | _____      |
| Montana should have a system for certification of public librarians.               | _____ | _____ | _____      |
| i. <u>If yes</u> , I prefer that such a system would be:                           |       |       |            |
| j. _____ Voluntary   |       |       |            |
| k. _____ Mandatory   |       |       |            |
| l. Montana should have a system for certification of public library support staff. | _____ | _____ | _____      |
| m. <u>If yes</u> , I prefer that such a system would be:                           |       |       |            |
| n. _____ Voluntary   |       |       |            |
| o. _____ Mandatory   |       |       |            |
| p. I would participate in a certification system.                                  | _____ | _____ | _____      |
| q. <u>If yes</u> , I prefer that such a system would be:                           |       |       |            |
| r. _____ Voluntary   |       |       |            |
| s. _____ Mandatory   |       |       |            |
| t. My institution provides CE for volunteers.                                      | _____ | _____ | _____      |



# APPENDIX -- E (continued)

-4-

11. I participate in continuing education for the following reasons:

## Personal:

- a \_\_\_\_\_ need to increase self-confidence
- b \_\_\_\_\_ for personal interest
- c \_\_\_\_\_ need to organize/refine ideas
- d \_\_\_\_\_ need to learn, keep updated, improve skills
- e \_\_\_\_\_ need for peer sharing
- f \_\_\_\_\_ need for career mobility and advancement

## Workplace:

- g \_\_\_\_\_ attitude, encouragement of supervisor
- h \_\_\_\_\_ encouragement by board, administrator
- i \_\_\_\_\_ sharing knowledge gained with other staff
- i \_\_\_\_\_ skills needed for job
- \_\_\_\_\_ relevance to job responsibilities
- l \_\_\_\_\_ proposed change in job responsibility
- m \_\_\_\_\_ release time is provided
- n \_\_\_\_\_ substitute is provided
- o \_\_\_\_\_ recorded in personnel file
- p \_\_\_\_\_ promotion (or tenure)
- q \_\_\_\_\_ peer recognition
- r \_\_\_\_\_ required by employing agency
- s \_\_\_\_\_ sabbatical/educational leave available

## Other:

- t \_\_\_\_\_ reputation of speaker
- u \_\_\_\_\_ credibility of provider/sponsor
- v \_\_\_\_\_ accessibility of activity
- w \_\_\_\_\_ peer pressure
- x \_\_\_\_\_ license renewal/certification
- y \_\_\_\_\_ other: \_\_\_\_\_

12. Which three of the following ways used to recognize participation in CE do you favor most?  
[Please check three.]

- a \_\_\_\_\_ acknowledgement by administration
- b \_\_\_\_\_ record in personnel file
- c \_\_\_\_\_ release time
- d \_\_\_\_\_ tuition and fee reimbursement
- e \_\_\_\_\_ expenses paid [travel, lodging, food, etc.]
- f \_\_\_\_\_ salary change/increase
- g \_\_\_\_\_ promotion [or tenure]
- h \_\_\_\_\_ transcript of CEUs/credits, etc.
- i \_\_\_\_\_ professional association certificates
- j \_\_\_\_\_ opportunity to share knowledge gained
- k \_\_\_\_\_ other: \_\_\_\_\_

13. Of the following providers of educational opportunities, where do you go to get your continuing education? [Please check all that apply.]

- a \_\_\_\_\_ supervisors
- b \_\_\_\_\_ administrators
- c \_\_\_\_\_ library
- d \_\_\_\_\_ library federation
- e \_\_\_\_\_ professional associations
- f \_\_\_\_\_ government agencies
- g \_\_\_\_\_ library education programs
- h \_\_\_\_\_ media education programs
- i \_\_\_\_\_ other educational agencies
- j \_\_\_\_\_ district level media supervisors/coordinators
- k \_\_\_\_\_ school districts
- l \_\_\_\_\_ other: \_\_\_\_\_





## APPENDIX -- E (continued)

### Library Continuing Education Needs Assessment Participant Data Sheet

1. In your present position, do you work on the behalf of:

- a ☐ Public Library
- b ☐ 2500 population or less
- c ☐ 2501 - 10,000
- d ☐ 10,000 - 50,000
- e ☐ More than 50,000

- f ☐ School Library Media Center
- g ☐ under 100 students
- h ☐ 101 - 250
- i ☐ 251 - 500
- j ☐ 501 - 1000
- k ☐ more than 1000

l ☐ Special Library [specify type] \_\_\_\_\_

m ☐ College/University/Vo-tech Library

2. What is your job category and/or library connection?

- a ☐ Library Director
- b ☐ Middle manager/department head
- c ☐ Staff librarian
- d ☐ Support staff/paraprofessional
- e ☐ Support staff/clerical
- f ☐ Policymaker/board member/institutional or municipal administration
- g ☐ Volunteer

3. Functions performed [in relation to libraries]

Please indicate estimate of time spent [1, 2, 3, 4, or 5] before each function that applies to you.

- 1 - up to 10% of your time
- 2 - 11-25% of your time
- 3 - 26-50% of your time
- 4 - 51-75% of your time
- 5 - 76-100% of your time

- a ☐ Support functions (technical services, clerical services, etc.)
- b ☐ Services functions (reference, circulation, children's, bibliographic instruction, ILL, etc.)
- c ☐ Management/administrative functions

4. Please check the highest level of education that you have completed:

- a ☐ some high school
- b ☐ high school graduate
- c ☐ two years beyond high school
- d ☐ college degree
- e ☐ MLS
- f ☐ other advanced degree



# APPENDIX -- E (continued)

## MONTANA STATEWIDE LIBRARY CONTINUING EDUCATION COMMITTEE POLICYMAKERS QUESTIONNAIRE

1. How important is continuing education?

- a ☐ Extremely important
- b ☐ Very important
- c ☐ Uncertain
- d ☐ Somewhat important
- e ☐ Not important

2. Does your institution provide funding for continuing education activities?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

3. Does your institution have a continuing education policy?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

4. Are your librarians given work release time to participate in CE activities?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

5. Are members of your library staff given work release time to participate in CE activities?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

6. Is there a reward/recognition system available for library staff members who participate in continuing education?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

7. Should Montana have a certification system for public librarians?

- a ☐ Yes...If yes, should it be:
  - b ☐ Voluntary
  - c ☐ Mandatory
- d ☐ No
- e ☐ Uncertain

8. Should Montana have a certification system for public library support staff?

- a ☐ Yes...If yes, should it be:
  - b ☐ Voluntary
  - c ☐ Mandatory
- d ☐ No
- e ☐ Uncertain

9. Do you provide continuing education for volunteers?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

10. Are your personal continuing education needs regarding libraries being met?

- a ☐ Yes
- b ☐ No
- c ☐ Uncertain

11. What barriers work against providing continuing education for library staff? [Please rank]

- a ☐ Lack of opportunities
- b ☐ Lack of funds
- c ☐ Geographical distance
- d ☐ Lack of time
- e ☐ Lack of staff interest
- f ☐ Lack of substitute staff
- g ☐ Other: \_\_\_\_\_



# APPENDIX -- E (continued)

## Library Continuing Education Needs Assessment Participant Data Sheet

1. In your present position, do you work on the behalf of:

- a ☐ Public Library
- b ☐ 2500 population or less
- c ☐ 2501 - 10,000
- d ☐ 10,000 - 50,000
- e ☐ More than 50,000

- f ☐ School Library Media Center
- g ☐ under 100 students
- h ☐ 101 - 250
- i ☐ 251 - 500
- j ☐ 501 - 1000
- k ☐ more than 1000

l ☐ Special Library [specify type] \_\_\_\_\_

m ☐ College/University/Vo-tech Library

2. What is your job category and/or library connection?

- a ☐ Library Director
- b ☐ Middle manager/department head
- c ☐ Staff librarian
- d ☐ Support staff/paraprofessional
- e ☐ Support staff/clerical
- f ☐ Policymaker/board member/institutional or municipal administration
- g ☐ Volunteer

3. Functions performed [in relation to libraries]

Please indicate estimate of time spent [1, 2, 3, 4, or 5] before each function that applies to you.

- 1 - up to 10% of your time
- 2 - 11-25% of your time
- 3 - 26-50% of your time
- 4 - 51-75% of your time
- 5 - 76-100% of your time

- a ☐ Support functions (technical services, clerical services, etc.)
- b ☐ Services functions (reference, circulation, children's, bibliographic instruction, ILL, etc.)
- c ☐ Management/administrative functions

4. Please check the highest level of education that you have completed:

- a ☐ some high school
- b ☐ high school graduate
- c ☐ two years beyond high school
- d ☐ college degree
- e ☐ MLS
- f ☐ other advanced degree



# APPENDIX -- F

Montana CE Project

## Needs Assessment Questionnaire Results - 1

Key AL = Academic library, librarians [ 54 distributed..... \_21\_returned = \_39\_%]  
 AS = Academic library, support staff [ 66 distributed..... \_19\_returned = \_29\_%]  
 SpL = Special library, librarians [ 40 distributed..... \_13\_returned = \_33\_%]  
 SpS = Special library, support staff [ 5 distributed..... \_2\_returned = \_40\_%]  
 PL = Public library, librarians [ 119 distributed..... \_62\_returned = \_52\_%]  
 PS = Public library, support staff [ 61 distributed..... \_36\_returned = \_59\_%]  
 SL = School library, librarians [ 405 distributed..... 125\_returned = \_31\_%]  
 SS = School library, support staff [ 45 distributed..... \_21\_returned = \_47\_%]  
 Overall return: 38%

### 1. Number of library related CE activities engaged in during the past 2 years

[Note: Items indicated by check marks instead of numbers = 1]

a=University courses in Montana  
 b=University courses outside Montana  
 c=Vo-tech courses  
 d=Association conferences  
 e=federation-sponsored programs  
 f=Charitable/foundation-funded programs  
 g=State Library-sponsored programs  
 h=City-sponsored programs  
 i=School district programs  
 j=Union-sponsored programs  
 k=Office of Public programs  
 l=Staff development in-service  
 m=Vendors' presentations  
 n=Learning/networking with  
 o=other librarians  
 p=support staff  
 q=lobbyists  
 r=attorneys  
 s=others [specify examples]

|     | AL | AS | SpL | SpS | PL  | PS | SL  | SS | All L | All SS | Total |
|-----|----|----|-----|-----|-----|----|-----|----|-------|--------|-------|
| a   | 6  | 7  | -   | 1   | 10  | 7  | 120 | 4  | 136   | 19     | 155   |
| b   | 2  | 1  | 3   | -   | 2   | 1  | 16  | -  | 23    | 2      | 25    |
| c   | 3  | -  | -   | 2   | 3   | -  | -   | 1  | 6     | 3      | 9     |
| d   | 40 | 10 | 19  | 10  | 58  | 11 | 89  | 7  | 206   | 38     | 244   |
| e   | 2  | 3  | 1   | 1   | 113 | 25 | 19  | 1  | 135   | 30     | 165   |
| f   | 11 | 1  | 1   | -   | 13  | -  | 4   | 1  | 29    | 2      | 31    |
| g   | 15 | 4  | 4   | 1   | 47  | 8  | 38  | 2  | 104   | 15     | 119   |
| h   | -  | 1  | -   | -   | 12  | 2  | 9   | 1  | 21    | 4      | 25    |
| i   | 1  | -  | 1   | 1   | 5   | 3  | 90  | 9  | 97    | 13     | 110   |
| j   | 2  | -  | -   | -   | -   | -  | 19  | 1  | 21    | 1      | 22    |
| k   | -  | -  | 1   | -   | 1   | -  | 18  | 3  | 20    | 3      | 23    |
| l   | 23 | 22 | 5   | 5   | 34  | 36 | 54  | 8  | 116   | 23     | 139   |
| m   | 33 | 17 | 3   | -   | 20  | 4  | 57  | 2  | 113   | 23     | 136   |
| n:o | 14 | 8  | 10  | 1   | 42  | 17 | 113 | 7  | 179   | 33     | 212   |
| n:p | 19 | 8  | 1   | 1   | 14  | 12 | 37  | 2  | 71    | 23     | 94    |
| n:q | 2  | -  | 2   | -   | 5   | -  | -   | -  | 9     | -      | 9     |
| n:r | 1  | -  | 1   | -   | 1   | -  | -   | -  | 3     | -      | 3     |
| n:s | 2  | 1  | -   | -   | 7   | 1  | 4   | 2  | 13    | 4      | 17    |

Examples: Children's services workshop; local government elected and appointed officials; booksellers; computer expert (4); storytellers' workshop; WLN sponsored; woman academic library director; woman administrator; other educators; state forensics workshop; Reading Council Programs





# APPENDIX -- F (continued)

Montana CE Project

## Needs Assessment Questionnaire Results - 2

### 1. Number of library related CE activities engaged in during past 2 years --[continued]

t=Video tapes

u=Real time television courses

v=Audio cassettes

w=Correspondence courses

x=Teleconference courses

y=Self study

z= other

NR=No response

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| t | 15 | 3  | 4   | 1   | 13 | 6  | 37 | 9  | 69    | 19     | 88    |
| u | -  | -  | -   | -   | 1  | -  | 1  | -  | 2     | -      | 2     |
| v | 34 | 2  | 3   | -   | 5  | 1  | 5  | -  | 47    | 3      | 50    |
| w | -  | -  | 2   | -   | 4  | -  | 5  | -  | 11    | -      | 11    |
| x | 1  | 1  | -   | -   | 6  | 1  | 1  | -  | 8     | 2      | 10    |
| y | 33 | 3  | 7   | 1   | 17 | 11 | 76 | 7  | 133   | 22     | 155   |
| z | -  | -  | 2   | -   | -  | -  | -  | -  | 2     | -      | 2     |

Examples: Courses offered at national conference for credit

|    |   |   |   |   |   |   |   |   |    |    |    |
|----|---|---|---|---|---|---|---|---|----|----|----|
| NR | - | 1 | - | - | 4 | 7 | 7 | 3 | 11 | 11 | 22 |
|----|---|---|---|---|---|---|---|---|----|----|----|

### 2. Displeasing aspects of CE activities

a=Geographic distance--too far

b=Too expensive

c=Too time consuming

d=Had to get staff replacement

e=Poor presentation

f=Content too advanced

g=Content too elementary

NR=No response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 8  | 5  | 7   | -   | 27 | 7  | 55 | 3  | 97    | 15     | 112   |
| b  | 10 | 9  | 4   | -   | 12 | 2  | 28 | 2  | 54    | 13     | 67    |
| c  | 7  | 4  | 3   | -   | 8  | 4  | 20 | 3  | 38    | 11     | 49    |
| d  | 2  | -  | 2   | -   | 15 | 3  | 21 | -  | 40    | 3      | 43    |
| e  | 4  | 5  | 2   | 1   | 9  | 1  | 9  | 1  | 24    | 8      | 32    |
| f  | 3  | 2  | -   | -   | 4  | 5  | 15 | -  | 22    | 7      | 29    |
| g  | 2  | 4  | 4   | -   | 7  | 1  | 12 | 1  | 25    | 6      | 31    |
| NR | 10 | 1  | 3   | 2   | 19 | 20 | 41 | 12 | 73    | 35     | 108   |

Comments: Everything was fine; didn't apply to my situation; public library concentration--not for school librarians; material repetitive (2); budget cutback; weather bad; one not enough; bad design; uneven quality; too broad; no time off for university classes; contents not well described in advance brochure; professional leave; no time, teach 2 subjects; district sometimes doesn't approve requests; hand-out material never sent to me



## Needs Assessment Questionnaire Results - 3

d=Personnel management

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| aB | 3  | 2  | -   | 1   | 6  | 2  | 17 | 5  | 26    | 10     | 36    |
| aI | 2  | 5  | 3   | 1   | 6  | 6  | 17 | -  | 28    | 12     | 40    |
| aA | 2  | -  | -   | -   | 4  | -  | 7  | 4  | 13    | 4      | 17    |
| ✓  | -  | 3  | -   | -   | 2  | 2  | 7  | 1  | 9     | 6      | 15    |
| bB | 1  | 1  | 2   | -   | 7  | 2  | 6  | -  | 16    | 3      | 19    |
| bI | 2  | 1  | 1   | -   | 4  | 3  | 5  | -  | 12    | 4      | 16    |
| bA | 2  | -  | 2   | -   | 2  | 1  | 3  | -  | 9     | 1      | 10    |
| ✓  | 1  | -  | -   | -   | -  | 2  | -  | -  | 1     | 2      | 3     |
| cB | 2  | -  | 2   | 1   | 8  | 2  | 8  | 2  | 20    | 5      | 25    |
| cI | -  | -  | 1   | -   | 18 | 4  | 13 | 1  | 32    | 5      | 37    |
| cA | 3  | -  | -   | -   | 5  | 1  | 6  | 2  | 14    | 3      | 17    |
| ✓  | 3  | 1  | 1   | -   | 1  | 3  | 5  | -  | 10    | 4      | 14    |
| dB | 3  | 2  | -   | -   | 6  | 3  | 4  | 1  | 13    | 6      | 19    |
| dI | 4  | 4  | 3   | -   | 9  | 2  | 7  | 2  | 23    | 8      | 31    |
| dA | 5  | -  | 1   | -   | 8  | 2  | 9  | 2  | 23    | 4      | 27    |
| ✓  | 2  | 3  | 1   | -   | -  | 1  | 3  | 1  | 6     | 5      | 11    |
| eB | 2  | -  | 1   | -   | 8  | 1  | 11 | 2  | 22    | 3      | 25    |
| eI | -  | 1  | -   | -   | 7  | 2  | 15 | 1  | 22    | 4      | 26    |
| eA | 3  | 1  | 1   | -   | -  | 3  | 15 | 2  | 19    | 6      | 25    |
| ✓  | 1  | -  | -   | -   | 1  | 1  | 9  | -  | 11    | 1      | 12    |
| fB | 2  | 2  | 2   | 1   | 12 | 2  | 8  | 3  | 24    | 8      | 32    |
| fI | 2  | 1  | -   | -   | 8  | 3  | 13 | -  | 23    | 4      | 27    |
| fA | 2  | 1  | -   | -   | 2  | 1  | 5  | 1  | 9     | 3      | 12    |
| ✓  | 2  | 1  | -   | -   | -  | 2  | 1  | -  | 3     | 3      | 6     |
| gB | 1  | -  | 2   | -   | 8  | 3  | 10 | -  | 21    | 3      | 24    |
| gI | 3  | 2  | 2   | -   | 8  | 2  | 13 | 2  | 26    | 6      | 32    |
| gA | 2  | 2  | 1   | -   | 5  | -  | 3  | 1  | 11    | 3      | 14    |
| ✓  | 1  | -  | 2   | -   | 4  | 1  | 4  | 1  | 11    | 2      | 13    |



# APPENDIX -- F (continued)

Montana CE Project

Needs Assessment Questionnaire Results - 4

## 3. Specific CE topics [B=basis; I=intermediate; A=advanced]--(continued)

h=Automation topics

i=Grantmanship

j=Technologies

k=Basic library skills

l=Political effectiveness

m=Funding

n=Professionalism and image

o=Library skills instruction

√=No level indicated

|       | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|-------|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| h:B   | 5  | 3  | 3   | 2   | 18 | 11 | 25 | 2  | 51    | 18     | 69    |
| h:I   | 6  | 8  | 2   | 1   | 9  | 6  | 19 | 6  | 36    | 21     | 57    |
| h:A   | 7  | 1  | 1   | -   | 2  | 2  | 14 | 4  | 24    | 7      | 31    |
| √     | 3  | 2  | -   | -   | -  | 2  | 6  | -  | 9     | 4      | 13    |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| i:B   | -  | -  | 3   | -   | 15 | 1  | 31 | 1  | 67    | 2      | 69    |
| i:I   | 6  | -  | 3   | -   | 4  | 3  | 11 | 1  | 24    | 4      | 28    |
| i:A   | 4  | -  | -   | -   | 3  | 1  | 7  | -  | 14    | 1      | 15    |
| √     | 2  | -  | -   | -   | 2  | 2  | 4  | -  | 8     | 2      | 10    |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| j:B   | 4  | 2  | 2   | 2   | 8  | 5  | 12 | -  | 26    | 9      | 35    |
| j:I   | 5  | 6  | 5   | 1   | 6  | 2  | 18 | 5  | 34    | 14     | 48    |
| j:A   | 4  | 1  | 1   | -   | 1  | -  | 6  | 1  | 12    | 2      | 14    |
| √     | -  | 1  | 2   | -   | -  | 3  | 4  | -  | 6     | 4      | 10    |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| k:B   | 2  | 1  | -   | -   | 8  | 7  | 5  | -  | 15    | 8      | 23    |
| k:I   | 2  | 3  | -   | 1   | 9  | 8  | 14 | 2  | 25    | 14     | 39    |
| k:A   | 1  | 2  | 1   | -   | 4  | 1  | 13 | 2  | 19    | 5      | 24    |
| √     | 1  | 1  | 1   | -   | -  | 3  | 4  | 2  | 6     | 6      | 12    |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| l:B   | 1  | -  | 1   | -   | 5  | -  | 4  | -  | 11    | -      | 11    |
| l:I   | 1  | -  | 2   | -   | 4  | 1  | 9  | 1  | 16    | 2      | 18    |
| l:A   | 2  | -  | 2   | -   | 1  | -  | 2  | -  | 7     | -      | 7     |
| √     | 1  | -  | -   | -   | -  | 1  | 2  | -  | 3     | 1      | 4     |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| m:B   | 1  | -  | -   | -   | 8  | 5  | 13 | -  | 22    | 5      | 27    |
| m:I   | 3  | 2  | 2   | -   | 7  | 2  | 12 | -  | 24    | 4      | 28    |
| m:A   | 2  | -  | -   | -   | 2  | 1  | 6  | -  | 10    | 1      | 11    |
| √     | -  | -  | -   | -   | 3  | 1  | 5  | -  | 8     | 1      | 9     |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| n:B   | 1  | 2  | -   | -   | 1  | 2  | 4  | 2  | 6     | 6      | 12    |
| n:I   | 2  | 2  | -   | 1   | 3  | 4  | 8  | 1  | 13    | 8      | 21    |
| n:A   | 3  | 1  | 2   | -   | 3  | 4  | 11 | 2  | 19    | 7      | 26    |
| √     | 1  | 2  | -   | -   | -  | 1  | 2  | 1  | 3     | 4      | 7     |
| ===== |    |    |     |     |    |    |    |    |       |        |       |
| o:B   | 2  | 1  | -   | -   | 9  | 5  | 10 | 1  | 21    | 7      | 28    |
| o:I   | 4  | 3  | -   | 1   | 12 | 3  | 31 | 5  | 47    | 12     | 59    |
| o:A   | 4  | 4  | 1   | -   | 4  | 6  | 32 | 2  | 41    | 12     | 53    |
| √     | 3  | 2  | 1   | -   | 3  | 5  | 15 | 1  | 22    | 8      | 30    |



# APPENDIX -- F (continued)

Montana CE Project

## Needs Assessment Questionnaire Results -- 5

### 3. Specific CE topics [B=basis; I=intermediate; A=advanced]--(continued)

| p=Other [specify]   | NR=No response |    |     |     |    |    |    |    | √=No level indicated |        |       |
|---|----------------|----|-----|-----|----|----|----|----|----------------------|--------|-------|
|   | AL             | AS | SpL | SpS | PL | PS | SL | SS | All L                | All SS | Total |
| p:B   | 1              | 2  | -   | 1   | -  | -  | 4  | -  | 5                    | 3      | 8     |
| Examples: Collection development; media skills; motivating student workers; volunteers  |                |    |     |     |    |    |    |    |                      |        |       |
| p:I   | 1              | -  | -   | -   | 2  | -  | 3  | -  | 6                    | -      | 6     |
| Examples: communication; story hour reading program   |                |    |     |     |    |    |    |    |                      |        |       |
| p:A   | 1              | -  | -   | -   | -  | -  | 5  | -  | 6                    | -      | 6     |
| Examples: Cataloging non-print; policy development; collection procedures   |                |    |     |     |    |    |    |    |                      |        |       |
| √   | -              | -  | -   | 1   | -  | -  | 2  | -  | 2                    | 1      | 3     |
| Examples: Literature; science fiction; historical fiction; public relations for school libraries; library programming; storytelling; equipment maintenance; bookbinding; integration of library skills with school curriculum; puppetry; setting up endowment program; book preservation; no time |                |    |     |     |    |    |    |    |                      |        |       |
| NR  | -              | -  | -   | -   | 1  | 1  | -  | 1  | 1                    | 2      | 3     |

### 4. Importance of continuing education

a=Extremely important  
b=Important  
c=Uncertain

d=Somewhat important  
e=Not important  
NR=No response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 11 | 2  | 5   | -   | 26 | 11 | 49 | 2  | 91    | 15     | 106   |
| b  | 11 | 10 | 5   | 1   | 22 | 16 | 60 | 12 | 98    | 39     | 137   |
| c  | 1  | 3  | -   | 1   | 7  | 6  | 6  | 1  | 14    | 11     | 25    |
| d  | 1  | 4  | 1   | 1   | 8  | 5  | 12 | 4  | 22    | 14     | 36    |
| e  | 1  | -  | 1   | -   | 1  | -  | -  | -  | 3     | -      | 3     |
| NR | -  | -  | 5   | -   | -  | -  | -  | 1  | 5     | 1      | 6     |





## APPENDIX -- F (continued)

### Montana CE Project

#### Needs Assessment Questionnaire Results - 6

##### 5. Distance respondents are willing to travel

a=Less than 5 miles

b=5-49 miles

c=50-99 miles

d=100-249 miles

e=250-499 miles

f=500 miles or more

✓=No mileage indicated

NR=No response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 1  | 3  | 1   | 1   | -  | 1  | 5  | 1  | 7     | 6      | 13    |
| b  | 4  | 4  | 1   | 1   | 12 | 4  | 15 | 6  | 32    | 15     | 47    |
| c  | -  | 3  | -   | -   | 27 | 6  | 29 | 3  | 56    | 12     | 68    |
| d  | 8  | 6  | 5   | 1   | 21 | 16 | 64 | 6  | 98    | 29     | 127   |
| e  | 3  | -  | -   | -   | 4  | 6  | 15 | 1  | 22    | 7      | 29    |
| f  | 10 | 4  | 4   | -   | 6  | 4  | 5  | 1  | 25    | 9      | 34    |
| ✓  | -  | -  | -   | -   | -  | -  | 2  | -  | 2     | -      | 2     |
| NR | -  | -  | -   | -   | -  | 1  | -  | 3  | -     | 4      | 4     |

Comments: Uncertain; depends on topic (2); as far as funded; depends; over 50 if way is paid

##### 6. Cost of the most significant CE event attended in the past year [including registration, travel, housing, replacement staff, etc.]

a=N/A - I did not attend any CE

b=Free

c=Less than \$50

d=\$51-\$100

e=\$100-\$250

f=\$251-\$500

g=More than \$500

NR=No Response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 2  | 2  | 1   | 2   | 9  | 16 | 23 | 5  | 35    | 25     | 60    |
| b  | 2  | 6  | 2   | 1   | 10 | 4  | 9  | 5  | 23    | 16     | 39    |
| c  | 1  | 1  | -   | -   | 7  | 5  | 17 | 3  | 25    | 9      | 34    |
| d  | 3  | 2  | -   | 1   | 7  | 6  | 19 | 1  | 29    | 10     | 39    |
| e  | 4  | 6  | 1   | -   | 16 | 4  | 36 | 1  | 57    | 11     | 68    |
| f  | 4  | 1  | 2   | -   | 8  | 1  | 11 | 2  | 25    | 4      | 29    |
| g  | 9  | 1  | 6   | -   | 5  | -  | 9  | 1  | 29    | 2      | 31    |
| NR | -  | -  | -   | -   | 3  | 4  | 3  | 1  | 6     | 5      | 11    |

Comment: Inservice



## APPENDIX – F (continued)

Montana CE Project

### Needs Assessment Questionnaire Results – 7

#### 7. Payment for continuing education

a=Self

b=Library/institution

c=Scholarship/grant

d=Combination of a. and b.

e=Combination of a. and c.

f=Combination of b. and c.

g=Combination of a., b. and c.

NR=No response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 3  | 2  | -   | 1   | 7  | 5  | 54 | 7  | 64    | 15     | 79    |
| b  | 6  | 6  | 7   | 1   | 23 | 8  | 14 | 2  | 50    | 17     | 67    |
| c  | -  | -  | -   | -   | 1  | 1  | 3  | -  | 4     | 1      | 5     |
| d  | 15 | 6  | 5   | 2   | 20 | 6  | 38 | 3  | 78    | 17     | 95    |
| e  | -  | -  | -   | -   | 1  | 1  | 1  | -  | 2     | 1      | 3     |
| f  | -  | -  | -   | -   | -  | 1  | -  | -  | -     | 1      | 1     |
| g  | -  | -  | -   | -   | -  | 1  | -  | -  | -     | 1      | 1     |
| NR | 1  | 5  | 1   | 1   | 13 | 18 | 23 | 8  | 38    | 32     | 70    |

Comment: Part time

#### 8. Time spent away from the job attending CE events [ in the past year]

a=0 days

b=1 day

c=2-3 days

d=4-6 days

e=More than 6 days

NR=No response

|    | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a  | 5  | 3  | 1   | 2   | 14 | 21 | 46 | 12 | 66    | 38     | 104   |
| b  | 1  | 3  | -   | -   | 5  | 3  | 16 | 1  | 22    | 7      | 29    |
| c  | 5  | 10 | 3   | 1   | 10 | 5  | 43 | 3  | 61    | 19     | 80    |
| d  | 5  | 1  | 3   | -   | 15 | 5  | 10 | 3  | 33    | 9      | 42    |
| e  | 8  | 2  | 5   | -   | 16 | 2  | 8  | 1  | 16    | 26     | 42    |
| NR | 1  | -  | -   | -   | 2  | 2  | 4  | 1  | 7     | 3      | 10    |

Comments: Took 1/2 year sabbatical; nights and weekends



# APPENDIX -- F (continued)

Montana CE Project

Final Report

Needs Assessment Questionnaire Results - O

## 9. Level of library preparation desired [beyond present level]

a=Non-credit basic library skills

b=Non-credit intermediate library skills

c=Non-credit advanced library skills

d=Assorted college courses

e=Endorsement for school library media

f=Undergraduate major in library science

g=Master's degree in Library Science

h=Master's degree in a [non-library] discipline

Other...Examples given

NR=No response

|       | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|-------|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a     | -  | -  | 1   | -   | 10 | 3  | 5  | 2  | 16    | 5      | 21    |
| b     | 2  | 6  | 1   | -   | 21 | 13 | 6  | 8  | 30    | 27     | 57    |
| c     | 9  | 6  | 1   | 1   | 14 | 10 | 17 | 2  | 41    | 19     | 60    |
| d     | 5  | 1  | -   | -   | 13 | 14 | 31 | 3  | 49    | 18     | 67    |
| e     | -  | 1  | 1   | -   | 2  | 3  | 4  | 3  | 7     | 7      | 14    |
| f     | -  | 1  | -   | 1   | 5  | 3  | 11 | -  | 16    | 5      | 21    |
| g     | 2  | 7  | 2   | 1   | 6  | 4  | 53 | 4  | 63    | 16     | 79    |
| h     | 4  | 3  | 4   | -   | 5  | -  | 20 | -  | 33    | 3      | 36    |
| Other | 2  | -  | -   | -   | -  | -  | 2  | -  |       |        |       |

Examples: Doctorate in library science; doctorate in related discipline; advanced master's degree; work above double masters; doctorate in non-library discipline

|    |   |   |   |   |   |   |   |   |    |   |    |
|----|---|---|---|---|---|---|---|---|----|---|----|
| NR | 1 | 1 | 2 | 1 | 4 | 4 | 7 | 1 | 14 | 7 | 21 |
|----|---|---|---|---|---|---|---|---|----|---|----|

## 10. Response to given statements: Y=YES.....N=NO.....?=Don't Know

a=Encouraged to use work time for continuing education

b=Feel CE is important to job

c=Recognized/rewarded for participation in CE activities

|     | AL | AS | SpL | SpS | PL | PS | SL  | SS | All L | All SS | Total |
|-----|----|----|-----|-----|----|----|-----|----|-------|--------|-------|
| a:Y | 14 | 14 | 7   | 2   | 35 | 16 | 43  | 5  | 99    | 37     | 136   |
| a:N | 6  | 3  | 4   | -   | 10 | 7  | 54  | 9  | 74    | 67     | 141   |
| a:? | 5  | 3  | 1   | -   | 16 | 7  | 24  | 4  | 46    | 14     | 60    |
| b:Y | 23 | 15 | 12  | 1   | 57 | 30 | 119 | 15 | 211   | 46     | 257   |
| b:N | 1  | -  | -   | 1   | 3  | 2  | 2   | 2  | 6     | 5      | 11    |
| b:? | -  | 4  | -   | -   | 2  | 2  | 4   | 2  | 6     | 8      | 14    |
| c:Y | 14 | 11 | 5   | -   | 20 | 16 | 35  | 5  | 74    | 32     | 106   |
| c:N | 6  | 3  | 7   | 1   | 26 | 10 | 66  | 8  | 105   | 22     | 127   |
| c:? | 5  | 5  | -   | 1   | 11 | 7  | 23  | 4  | 39    | 17     | 56    |



# APPENDIX -- F (continued)

Montana CE Project

Needs Assessment Questionnaire Results - 9

## 10. Response to given statements: Y=YES.... N=NO.....?=Don't Know-- [continued]

d=Substitutes available to cover absence

e=Can be reimbursed by institution for some portion of CE activity

f=Institution has policy concerning CE

g=Sometimes willing to attend CE activity at own expense

h=Montana should have a system for certification of public librarians

If yes: j=Prefer voluntary k=Prefer mandatory

i=Montana should have a system for certification of public library support staff

If yes: n=Prefer voluntary o=Prefer mandatory

|     | AL | AS | SpL | SpS | PL | PS | SL  | SS | All L | All SS | Total |
|-----|----|----|-----|-----|----|----|-----|----|-------|--------|-------|
| d:Y | 12 | 8  | 3   | -   | 46 | 18 | 83  | 4  | 144   | 30     | 174   |
| d:N | 11 | 10 | 9   | 2   | 12 | 10 | 30  | 11 | 62    | 33     | 95    |
| d:? | 2  | 2  | 1   | -   | 1  | 6  | 15  | 2  | 19    | 10     | 29    |
| e:Y | 19 | 11 | 10  | 1   | 39 | 21 | 56  | 5  | 124   | 38     | 162   |
| e:N | 2  | 4  | 1   | -   | 15 | 4  | 44  | 8  | 62    | 16     | 78    |
| e:? | 2  | 5  | 1   | 1   | 7  | 10 | 26  | 4  | 36    | 20     | 56    |
| f:Y | 5  | 5  | 5   | -   | 15 | 7  | 42  | 4  | 67    | 16     | 83    |
| f:N | 8  | 5  | 6   | 2   | 35 | 13 | 47  | 4  | 96    | 24     | 120   |
| f:? | 10 | 8  | 2   | -   | 9  | 15 | 35  | 9  | 56    | 32     | 88    |
| g:Y | 23 | 14 | 9   | 2   | 53 | 29 | 122 | 15 | 207   | 60     | 267   |
| g:N | 1  | 4  | 3   | -   | 5  | 3  | 3   | 2  | 12    | 9      | 21    |
| g:? | -  | 1  | -   | -   | 2  | 2  | 1   | -  | 3     | 3      | 6     |
| h:Y | 14 | 8  | 7   | 2   | 45 | 31 | 98  | 11 | 151   | 52     | 203   |
| h:N | 1  | 4  | 2   | -   | 10 | 1  | 2   | 2  | 15    | 7      | 22    |
| h:? | 6  | 7  | 3   | -   | 8  | 1  | 24  | 6  | 31    | 14     | 45    |
| i:j | 3  | 4  | 4   | 1   | 33 | 25 | 44  | 5  | 84    | 35     | 119   |
| i:k | 12 | 4  | 3   | 1   | 12 | 6  | 52  | 6  | 79    | 17     | 96    |
| j:Y | 11 | 4  | 6   | 2   | 34 | 26 | 73  | 12 | 124   | 44     | 168   |
| j:N | 6  | 7  | 2   | -   | 16 | 6  | 23  | 2  | 47    | 15     | 62    |
| j:? | 6  | 9  | 4   | -   | 19 | 1  | 22  | 4  | 51    | 14     | 65    |
| k:n | 10 | 3  | 4   | 2   | 27 | 23 | 57  | 10 | 98    | 38     | 136   |
| k:o | 1  | 1  | 1   | -   | 7  | 3  | 21  | 2  | 30    | 6      | 36    |





## APPENDIX -- F (continued)

Montana CE Project

### Needs Assessment Questionnaire Results - 10

#### 10. Response to given statements: Y=YES... N=NO... ?=Don't Know --[continued]

p=Would participate in certification system

lf yes: r=Prefer voluntary s=Prefer mandatory

t=Institution provides CE for volunteers

|     | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|-----|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| p:Y | 10 | 9  | 4   | 2   | 50 | 30 | 71 | 10 | 135   | 51     | 186   |
| p:N | 4  | 5  | 2   | -   | 4  | 1  | 17 | 4  | 27    | 10     | 37    |
| p:? | 8  | 5  | 3   | -   | 7  | 1  | 19 | 3  | 37    | 9      | 46    |
| r:Y | 5  | 5  | 3   | 1   | 40 | 26 | 39 | 8  | 87    | 40     | 127   |
| r:S | 5  | 2  | 1   | 1   | 10 | 4  | 29 | 2  | 45    | 9      | 54    |
| t:Y | 2  | 2  | -   | -   | 10 | 6  | 8  | 1  | 20    | 9      | 29    |
| t:N | 14 | 7  | 8   | 1   | 46 | 21 | 98 | 11 | 166   | 40     | 206   |
| t:? | 5  | 10 | 1   | 1   | 4  | 6  | 15 | 5  | 25    | 22     | 47    |

#### 11. Reasons for participation in continuing education

##### Personal

a=Need to increase self-confidence

b=For personal interest

c=Need to organize/refine ideas

d=Need to learn, keep updated, improve skills

e=Need for peer sharing

f=Need for career mobility and advancement

|   | AL | AS | SpL | SpS | PL | PS | SL  | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|-----|----|-------|--------|-------|
| a | 7  | 9  | -   | -   | 27 | 10 | 47  | 8  | 81    | 27     | 108   |
| b | 19 | 10 | 8   | -   | 35 | 22 | 71  | 12 | 133   | 44     | 177   |
| c | 12 | 7  | 3   | 1   | 27 | 14 | 55  | 4  | 97    | 26     | 123   |
| d | 24 | 14 | 12  | 3   | 58 | 31 | 115 | 12 | 209   | 60     | 269   |
| e | 11 | 6  | 6   | -   | 26 | 8  | 63  | 5  | 106   | 19     | 125   |
| f | 14 | 7  | 4   | 1   | 12 | 9  | 40  | 4  | 70    | 21     | 91    |

##### Work place

g=Attitude, encouragement of supervisor

h=Encouragement by board, administrator

i=Sharing knowledge gained with other staff

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| g | 6  | 10 | 2   | 2   | 7  | 19 | 23 | 4  | 38    | 35     | 73    |
| h | 2  | 3  | -   | 1   | 28 | 9  | 28 | 1  | 58    | 14     | 72    |
| i | 17 | 6  | 4   | 1   | 33 | 19 | 62 | 6  | 116   | 32     | 148   |



## 11. Reasons for participation in continuing education-- (continued)

Workplace (continued)

j=Skills needed for job

k=Relevance to job responsibilities

l=Proposed change in job responsibility

m=Release time is provided

n=Substitute is provided

o=Recorded in personnel file

p=Promotion/tenure

q=Peer recognition

r=Required by employing agency

s=Sabbatical/educational leave available

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| j | 18 | 14 | 10  | 1   | 43 | 23 | 81 | 14 | 152   | 52     | 204   |
| k | 21 | 15 | 10  | 1   | 36 | 23 | 76 | 8  | 143   | 47     | 190   |
| l | 2  | 4  | 2   | -   | 6  | 7  | 10 | 4  | 20    | 15     | 35    |
| m | 8  | 5  | 5   | -   | 17 | 7  | 28 | 4  | 58    | 16     | 74    |
| n | 3  | 3  | -   | -   | 17 | 3  | 33 | 2  | 53    | 8      | 61    |
| o | 3  | 1  | 1   | -   | -  | 1  | 5  | 2  | 9     | 4      | 13    |
| p | 9  | 2  | -   | -   | -  | 2  | 8  | 1  | 17    | 5      | 22    |
| q | 1  | -  | 3   | -   | 3  | 2  | 5  | 2  | 12    | 4      | 16    |
| r | 1  | 2  | 1   | -   | -  | -  | 4  | -  | 6     | 2      | 8     |
| s | 2  | -  | -   | -   | 2  | -  | 12 | -  | 16    | -      | 16    |

Other

t=Reputation of speaker

u=Credibility of provider/sponsor

v=Accessibility of activity

w=Peer pressure

x=License renewal/certification

y=Other [specify]

NR=No response

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| t | 14 | 3  | 9   | 1   | 23 | 12 | 68 | 5  | 114   | 21     | 135   |
| u | 17 | 11 | 5   | -   | 20 | 13 | 46 | 4  | 88    | 28     | 116   |
| v | 14 | 13 | 8   | 1   | 35 | 19 | 84 | 9  | 141   | 42     | 183   |
| w | -  | -  | 1   | -   | 1  | 2  | 1  | 1  | 3     | 3      | 6     |
| x | -  | -  | 2   | -   | -  | 2  | 48 | 2  | 50    | 4      | 54    |
| y | -  | -  | -   | -   | 2  | -  | 1  | 1  | 3     | 1      | 4     |

Examples: To obtain certificate for public school library; topic of interest [2]; pertains to my responsibilities; to renew certificate; sabbatical

|    |   |   |   |   |   |   |   |   |   |   |    |
|----|---|---|---|---|---|---|---|---|---|---|----|
| NR | - | 1 | - | - | 4 | 2 | 4 | 3 | 8 | 6 | 14 |
|----|---|---|---|---|---|---|---|---|---|---|----|



## 12. Preferred ways used to recognize participation in continuing education

a=Acknowledgement by administration

b=Record in personnel file

c=Release time

d=Tuition and fee reimbursement

e=Expenses paid

f=Salary change/increase

g=Promotion/tenure

h=Transcript of CEUs/credits, etc.

i=Professional association certificates

j=Opportunity to share knowledge gained

k=Other (specify)

NR=No Response

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a | 3  | 3  | -   | 2   | 11 | 8  | 16 | 5  | 30    | 18     | 48    |
| b | 4  | 11 | 2   | 2   | 14 | 8  | 22 | 9  | 42    | 30     | 72    |
| c | 8  | 7  | 2   | -   | 10 | 8  | 48 | 4  | 68    | 19     | 87    |
| d | 16 | 9  | 8   | 1   | 34 | 17 | 67 | 6  | 125   | 33     | 158   |
| e | 15 | 14 | 9   | -   | 40 | 20 | 68 | 6  | 132   | 30     | 162   |
| f | 7  | 3  | 5   | 2   | 15 | 17 | 45 | 10 | 72    | 32     | 104   |
| g | 5  | 2  | 3   | 1   | 3  | 4  | 10 | 3  | 21    | 10     | 31    |
| h | 2  | 2  | 1   | -   | 10 | 4  | 37 | 1  | 50    | 7      | 57    |
| i | 2  | 1  | -   | -   | 6  | 2  | 7  | -  | 15    | 3      | 18    |
| j | 3  | 4  | 3   | -   | 23 | 11 | 44 | 4  | 73    | 19     | 92    |
| k | 1  | -  | -   | -   | 2  | 1  | -  | -  | 3     | 1      | 4     |

Examples: Feeling of accomplishing something worthwhile; substitute provided; increased effectiveness; all of the above

|    |   |   |   |   |   |   |   |   |   |   |    |
|----|---|---|---|---|---|---|---|---|---|---|----|
| NR | - | 1 | - | - | 6 | 3 | 3 | 3 | 9 | 7 | 16 |
|----|---|---|---|---|---|---|---|---|---|---|----|



# APPENDIX -- F (continued)

Montana CE Project

## Needs Assessment Questionnaire Results - 13

### 13. Providers of educational opportunities identified as used for continuing education

a=Supervisors

b=Administrators

c=Library

d=Library federation

e=Professional associations

f=Government agencies

g=Library education programs

h=Media education programs

i=Other educational agencies

j=District level media supervisors/coordinators

k=School districts

l=Other (specify)

NR=No Response

Note: When university courses were indicated in (l), they were assigned to (i).

|   | AL | AS | SpL | SpS | PL | PS | SL | SS | All L | All SS | Total |
|---|----|----|-----|-----|----|----|----|----|-------|--------|-------|
| a | 5  | 12 | 1   | 2   | 9  | 11 | 10 | 4  | 25    | 29     | 54    |
| b | 6  | 2  | -   | -   | 6  | 3  | 10 | 1  | 22    | 6      | 28    |
| c | 7  | 9  | -   | 2   | 12 | 12 | 17 | 2  | 36    | 25     | 61    |
| d | 1  | 1  | -   | 1   | 41 | 17 | 24 | 1  | 66    | 20     | 86    |
| e | 21 | 8  | 10  | -   | 29 | 9  | 74 | 5  | 134   | 22     | 156   |
| f | 4  | -  | 5   | -   | 10 | 3  | 8  | -  | 27    | 3      | 30    |
| g | 8  | 5  | 4   | 2   | 23 | 15 | 69 | 5  | 104   | 27     | 131   |
| h | 1  | 2  | 1   | 1   | 4  | -  | 36 | 6  | 42    | 9      | 51    |
| i | 8  | 4  | 1   | 1   | 7  | 5  | 39 | 5  | 55    | 15     | 70    |
| j | -  | -  | -   | -   | 1  | 1  | 14 | -  | 15    | 1      | 16    |
| k | -  | -  | -   | -   | 3  | 5  | 34 | 3  | 37    | 8      | 45    |
| l | 2  | 2  | 3   | -   | 10 | 1  | 3  | 2  | 18    | 5      | 23    |

Examples: Private consultants; periodicals; local library club; other librarians; peers, supervisors, friends, "experts" (2); state library (3); reading; books, inter library loan; other library person; ALA workshops; course studies; vendors (4); peers; publications; Career Track workshops; college workshops

|    |   |   |   |   |   |   |   |   |    |    |    |
|----|---|---|---|---|---|---|---|---|----|----|----|
| NR | - | 1 | 1 | - | 6 | 4 | 7 | 6 | 14 | 11 | 25 |
|----|---|---|---|---|---|---|---|---|----|----|----|





## POLICYMAKERS QUESTIONNAIRE

=====

Academic: 17 distributed; 14 returned = 82%

Special: 4 distributed; 2 returned = 50%

Public: 26 distributed; 15 returned = 58%

School: 52 distributed; 18 returned = 35%

=====

## 1. Importance of continuing education

|       |                     | Academic | Special | Public | School | Total |
|-------|---------------------|----------|---------|--------|--------|-------|
| ===== |                     |          |         |        |        |       |
| a     | Extremely important | 2        | -       | 6      | 4      | 12    |
| b     | Very important      | 2        | 2       | 8      | 9      | 21    |
| c     | Uncertain           | -        | -       | -      | 3      | 3     |
| d     | Somewhat important  | -        | -       | 1      | 1      | 2     |
| e     | Not important       | -        | -       | -      | -      | -     |

Comment: Depends on subject discipline

## 2. Institution funds continuing education activities

|       |           | Academic | Special | Public | School | Total |
|-------|-----------|----------|---------|--------|--------|-------|
| ===== |           |          |         |        |        |       |
| a     | Yes       | 2        | 2       | 9      | 11     | 24    |
| b     | No        | 2        | -       | 6      | 6      | 14    |
| c     | Uncertain | -        | -       | -      | 1      | 1     |

## 3. Institution has continuing education policy

|       |           | Academic | Special | Public | School | Total |
|-------|-----------|----------|---------|--------|--------|-------|
| ===== |           |          |         |        |        |       |
| a     | Yes       | 2        | -       | 5      | 10     | 17    |
| b     | No        | 1        | 2       | 10     | 7      | 20    |
| c     | Uncertain | 1        | -       | -      | 1      | 2     |



# APPENDIX -- F (continued)

Montana CE Project

Needs Assessment Questionnaire Results - 15

## 4. Librarians are given work release time to participate in CE activities

|             | Academic | Special | Public | School | Total |
|-------------|----------|---------|--------|--------|-------|
| a Yes       | 4        | 2       | 12     | 11     | 29    |
| b No        | -        | -       | 2      | 4      | 6     |
| c Uncertain | -        | -       | 1      | 1      | 2     |
| No Response | -        | -       | -      | 1      | 1     |

## 5. Members of library staff are given work release time to attend CE

|             | Academic | Special | Public | School | Total |
|-------------|----------|---------|--------|--------|-------|
| a Yes       | 4        | 2       | 10     | 7      | 23    |
| b No        | -        | -       | 4      | 7      | 11    |
| c Uncertain | -        | -       | 1      | 2      | 3     |
| No Response | -        | -       | -      | 1      | 1     |

## 6. A reward/recognition system is in place

|             | Academic | Special | Public | School | Total |
|-------------|----------|---------|--------|--------|-------|
| a Yes       | -        | -       | 3      | 8      | 11    |
| b No        | 2        | 2       | 13     | 7      | 24    |
| c Uncertain | 2        | -       | -      | 2      | 4     |
| No Response | -        | -       | -      | 1      | 1     |

## 7. Montana should have a certification system for public librarians

|              | Academic | Special | Public | School | Total |
|--------------|----------|---------|--------|--------|-------|
| a Yes        | 2        | -       | 9      | 9      | 20    |
| b Voluntary  | 1        | -       | 7      | 3      | 11    |
| c Mandatory  | -        | -       | 1      | 4      | 5     |
| d No         | 1        | -       | 4      | 3      | 8     |
| e Don't know | 1        | 2       | 2      | 5      | 10    |
| No Response  | -        | -       | -      | 1      | 1     |



## 8. Montana should have a certification system for public library support staff

|              | Academic | Special | Public | School | Total |
|--------------|----------|---------|--------|--------|-------|
| a Yes        | 3        | -       | 4      | 4      | 11    |
| b Voluntary  | 2        | -       | 4      | 2      | 8     |
| c Mandatory  | 1        | -       | -      | 2      | 3     |
| d No         | -        | -       | 7      | 8      | 15    |
| e Don't know | 1        | 2       | 4      | 5      | 12    |
| No Response  | -        | -       | -      | 1      | 1     |

## 9. Continuing education is provided for volunteers

|             | Academic | Special | Public | School | Total |
|-------------|----------|---------|--------|--------|-------|
| a Yes       | 2        | -       | 2      | 4      | 8     |
| b No        | 1        | 2       | 12     | 10     | 25    |
| c Uncertain | 1        | -       | 2      | 3      | 6     |
| No Response | -        | -       | -      | 1      | 1     |

## 10. Personal continuing education needs regarding libraries are being met

|             | Academic | Special | Public | School | Total |
|-------------|----------|---------|--------|--------|-------|
| a Yes       | 1        | -       | 7      | 12     | 20    |
| b No        | 1        | 1       | 5      | 1      | 8     |
| c Uncertain | 2        | 1       | 3      | 4      | 10    |
| No Response | 1        | -       | -      | 1      | 2     |



# 11. Barriers working against providing continuing education for library staff

[Ranked, √=checked but unranked]

|                          | Academic | Special | Public | School | Total |
|--------------------------|----------|---------|--------|--------|-------|
| =====                    |          |         |        |        |       |
| a. Lack of opportunities |          |         |        |        |       |
| 1                        | -        | -       | 1      | 1      | 2     |
| 2                        | 1        | -       | 2      | 1      | 4     |
| 3                        | -        | -       | 3      | 2      | 5     |
| 4                        | -        | -       | 1      | -      | 1     |
| 5                        | -        | -       | -      | 2      | 2     |
| 6                        | -        | -       | -      | -      | -     |
| 7                        | -        | -       | -      | -      | -     |
| √                        | -        | 1       | 1      | 1      | 3     |
| =====                    |          |         |        |        |       |
| b. Lack of funds         |          |         |        |        |       |
| 1                        | 2        | -       | 5      | 6      | 13    |
| 2                        | -        | -       | 4      | 2      | 6     |
| 3                        | -        | -       | 1      | 1      | 2     |
| 4                        | -        | -       | -      | -      | -     |
| 5                        | -        | -       | -      | 1      | 1     |
| 6                        | -        | -       | -      | -      | -     |
| 7                        | -        | -       | -      | -      | -     |
| √                        | 2        | -       | 3      | 4      | 9     |
| =====                    |          |         |        |        |       |
| c. Geographical distance |          |         |        |        |       |
| 1                        | -        | -       | 3      | 2      | 5     |
| 2                        | 1        | -       | 2      | 1      | 4     |
| 3                        | -        | -       | 1      | 1      | 3     |
| 4                        | 1        | -       | 2      | 2      | 5     |
| 5                        | -        | -       | 1      | -      | 1     |
| 6                        | -        | -       | -      | -      | -     |
| 7                        | -        | -       | -      | -      | -     |
| √                        | 2        | 1       | 3      | 1      | 7     |
| =====                    |          |         |        |        |       |
| d. Lack of time          |          |         |        |        |       |
| 1                        | -        | -       | 1      | 1      | 2     |
| 2                        | -        | -       | 1      | 3      | 4     |
| 3                        | 1        | -       | 3      | -      | 4     |
| 4                        | -        | -       | 2      | 2      | 4     |
| 5                        | 1        | -       | 1      | -      | 2     |
| 6                        | -        | -       | -      | -      | -     |
| 7                        | -        | -       | -      | -      | -     |
| √                        | 1        | 2       | 1      | 1      | 5     |
| =====                    |          |         |        |        |       |





# APPENDIX -- F (continued)

Montana CE Project

Needs Assessment Questionnaire Results - 18

## 11. Barriers working against providing continuing education for library staff-- (Continued)

|  | Academic | Special | Public | School | Total |
|--|----------|---------|--------|--------|-------|
| =====                                  |          |         |        |        |       |
| e. Lack of staff interest              |          |         |        |        |       |
| 1                                      | -        | -       | -      | 1      | 1     |
| 2                                      | -        | -       | -      | -      | -     |
| 3                                      | -        | -       | -      | -      | -     |
| 4                                      | -        | -       | -      | -      | -     |
| 5                                      | -        | -       | 1      | 2      | 3     |
| 6                                      | -        | -       | 4      | 3      | 7     |
| 7                                      | -        | -       | 1      | -      | 1     |
| ✓                                      | -        | -       | -      | -      | -     |
| =====                                  |          |         |        |        |       |
| f. Lack of substitute staff            |          |         |        |        |       |
| 1                                      | -        | -       | -      | -      | -     |
| 2                                      | -        | -       | -      | 1      | 1     |
| 3                                      | 1        | -       | -      | 2      | 3     |
| 4                                      | -        | -       | 2      | 1      | 3     |
| 5                                      | -        | -       | 3      | -      | 3     |
| 6                                      | -        | -       | 1      | 2      | 3     |
| 7                                      | -        | -       | -      | -      | -     |
| ✓                                      | -        | -       | 2      | 3      | 5     |
| =====                                  |          |         |        |        |       |
| g. Other                               |          |         |        |        |       |
| 1                                      | -        | -       | 1      | 1      | 2     |
| 2                                      | -        | -       | -      | -      | -     |
| 3                                      | -        | -       | -      | -      | -     |
| 4                                      | -        | -       | -      | -      | -     |
| 5                                      | -        | -       | -      | -      | -     |
| 6                                      | -        | -       | -      | -      | -     |
| 7                                      | -        | -       | -      | -      | -     |
| Examples: Need not recognized; no lack |          |         |        |        |       |
| =====                                  |          |         |        |        |       |
| No Response                            | -        | -       | -      | 1      | 1     |



# APPENDIX -- F (continued)

Indiana CE Project

Needs Assessment Questionnaire Results - 19

## PARTICIPANT DATA SHEET

~~~~~

**Key** AL = Academic library, librarians      PL = Public library, librarians  
AS = Academic library, support staff      PS = Public library, support staff  
AP = Academic library, policymaker      PP = Public library, policymakers

SpL = Special library, librarians      SL = School library, librarians  
SpS = Special library, support staff      SS = School library, support staff  
SpP = Special library, policymakers      SP = School library, policymakers

~~~~~

### 1. In present positions, respondents work on the behalf of:

a=Public Library

b=2500 population or less

d=10,000 - 50,000

c=2501 - 10,000

e=More than 50,000

f=School Library/Media Center

g=under 100 students

i=251 - 500

k=more than 1000

h=101 - 250

j=501 - 1000

l=Special Library

m=College/University/Vo-tech Library

|       | AL             | AS | AP | SpL             | SpS            | SpP            | PL | PS | PP | SL             | SS             | SP | All L | All S | All P | Total |
|-------|----------------|----|----|-----------------|----------------|----------------|----|----|----|----------------|----------------|----|-------|-------|-------|-------|
| ~~~~~ |                |    |    |                 |                |                |    |    |    |                |                |    |       |       |       |       |
| a     | -              | 1  | -  | 1               | -              | -              | -  | -  | 13 | -              | -              | -  | 1     | 1     | 13    | 15    |
| b     | -              | -  | -  | -               | -              | -              | 31 | 7  | 4  | -              | -              | -  | 31    | 7     | 4     | 42    |
| c     | -              | -  | -  | -               | -              | -              | 28 | 17 | 3  | -              | -              | -  | 28    | 17    | 4     | 45    |
| d     | -              | -  | -  | -               | -              | -              | 8  | 7  | 4  | -              | -              | -  | 8     | 7     | 4     | 19    |
| e     | -              | 1  | -  | -               | -              | -              | 4  | 5  | 1  | -              | -              | -  | 4     | 6     | 1     | 11    |
| ~~~~~ |                |    |    |                 |                |                |    |    |    |                |                |    |       |       |       |       |
| f     | 2              | 1  | -  | -               | -              | -              | -  | -  | -  | 40             | -              | 17 | 42    | 1     | 17    | 60    |
| g     | -              | -  | -  | -               | -              | -              | -  | -  | -  | 15             | -              | 2  | 15    | -     | 2     | 17    |
| h     | -              | -  | -  | -               | -              | -              | 2  | -  | -  | 37             | 3              | 4  | 39    | 3     | 4     | 45    |
| i     | -              | -  | -  | -               | -              | -              | 1  | -  | -  | 45             | 2              | 3  | 46    | 2     | 3     | 51    |
| j     | 1              | 1  | -  | -               | -              | -              | -  | -  | -  | 14             | 5              | 1  | 15    | 6     | 1     | 22    |
| k     | 1              | -  | -  | -               | -              | -              | -  | -  | -  | 13             | 8              | 6  | 14    | 8     | 8     | 30    |
| ~~~~~ |                |    |    |                 |                |                |    |    |    |                |                |    |       |       |       |       |
| l     | 2 <sup>1</sup> | 1  | -  | 12 <sup>2</sup> | 2 <sup>3</sup> | 2 <sup>4</sup> | -  | -  | -  | 1 <sup>5</sup> | 2 <sup>6</sup> | -  | 15    | 5     | 2     | 22    |
| ~~~~~ |                |    |    |                 |                |                |    |    |    |                |                |    |       |       |       |       |
| m     | 20             | 17 | 4  | -               | -              | -              | -  | -  | -  | -              | -              | -  | 20    | 17    | 4     | 41    |
| ~~~~~ |                |    |    |                 |                |                |    |    |    |                |                |    |       |       |       |       |
| NR    | -              | -  | -  | -               | -              | -              | -  | -  | -  | 2              | -              | -  | 2     | -     | -     | -     |

<sup>1</sup>Hospital library(1), tribal college/tribal library(1)

<sup>2</sup>Medical (4), state government agency (2), corporate law library (2), state library (1), genealogical library (1), hospital (1)

<sup>3</sup>Government (1), no designation (1)

<sup>4</sup>Public affairs (1), medical (1)

<sup>5</sup>Institutional librarian

<sup>6</sup>Elementary; English with heavy emphasis on research

[Note: One respondent indicated working both in public and medical libraries; only medical is counted; one listed both high school and elementary levels]



# APPENDIX -- F (continued)

Montana CE Project

## Needs Assessment Questionnaire Results - 20

### 2. Job category and/or library connection

a=Library Director

b=Middle manager/department head

c=Staff librarian

d=Support staff/paraprofessional

e=Support staff/clerical

f= Policymaker/board member/institutional

or municipal administration

g=Volunteer

|    | AL | AS | AP | SpL | SpS | SpP | PL | PS | PP | SL | SS | SP | All L | All S | All P | Total |
|----|----|----|----|-----|-----|-----|----|----|----|----|----|----|-------|-------|-------|-------|
| a  | 12 | -  | 1  | 7   | -   | -   | 55 | 3  | 1  | 56 | 2  | 1  | 132   | 5     | 3     | 140   |
| b  | 9  | 2  | -  | 2   | -   | -   | 2  | 1  | -  | 9  | -  | 1  | 22    | 3     | 1     | 26    |
| c  | 3  | 2  | -  | 2   | 1   | -   | 6  | 5  | -  | 65 | 1  | 1  | 76    | 9     | 1     | 86    |
| d  | -  | 10 | -  | 2   | 2   | -   | 1  | 10 | -  | 2  | 4  | -  | 5     | 26    | -     | 31    |
| e  | 2  | 5  | -  | 1   | 2   | -   | 2  | 14 | -  | 2  | 10 | -  | 7     | 31    | -     | 36    |
| f  | -  | -  | 3  | -   | -   | 2   | 2  | 3  | 12 | -  | -  | 14 | 2     | 3     | 31    | 36    |
| g  | -  | -  | -  | 1   | -   | -   | 1  | 1  | 2  | -  | 1  | -  | 2     | 2     | 2     | 6     |
| NR | -  | -  | -  | -   | -   | -   | -  | -  | -  | 2  | -  | -  | 2     | -     | -     | 2     |

<sup>1</sup>Tribal college/public library

Other: library media guide (1-6 grade teacher)

### 3. Functions performed/time spent

a=Support functions

(technical services, clerical, etc.)

b=Services functions

(reference, circulation, children's etc.)

c=Management/administrative functions

1 = up to 10% time

2 = 11-25% time

3 = 26-50% time

4 = 51-75% time

5 = 76-100% time

|      | AL | AS | AP | SpL | SpS | SpP | PL | PS | PP | SL | SS | SP | All L | All S | All P | Total |
|------|----|----|----|-----|-----|-----|----|----|----|----|----|----|-------|-------|-------|-------|
| a. 1 | 6  | 4  | -  | 4   | 1   | -   | 15 | 2  | -  | 32 | -  | 4  | 57    | 7     | 4     | 68    |
| 2    | 5  | 3  | 1  | 2   | -   | -   | 15 | 7  | -  | 47 | 1  | 1  | 69    | 11    | 2     | 62    |
| 3    | 2  | 5  | -  | 1   | 1   | -   | 13 | 14 | -  | 23 | 5  | 1  | 39    | 25    | 1     | 1     |
| 4    | 1  | 1  | -  | -   | -   | -   | 4  | 5  | -  | 6  | 3  | 2  | 11    | 9     | 2     | 22    |
| 5    | 1  | 3  | -  | -   | -   | -   | 2  | 1  | -  | 4  | 7  | -  | 7     | 11    | -     | 18    |
| ✓    | -  | -  | -  | -   | -   | -   | -  | -  | -  | 1  | -  | -  | 1     | -     | -     | 1     |
| b. 1 | -  | 3  | -  | -   | 1   | -   | 8  | 1  | -  | 9  | -  | 2  | 17    | 5     | 2     | 24    |
| 2    | 8  | 4  | 1  | 2   | -   | -   | 13 | 4  | -  | 19 | 6  | -  | 42    | 14    | 1     | 57    |
| 3    | 5  | 5  | -  | 4   | 1   | -   | 15 | 19 | -  | 44 | 7  | 1  | 68    | 32    | 1     | 101   |
| 4    | 3  | 2  | -  | 4   | -   | -   | 14 | 4  | -  | 35 | -  | 2  | 56    | 6     | 2     | 64    |
| 5    | 1  | 5  | -  | -   | -   | -   | 6  | 5  | -  | 10 | 1  | -  | 17    | 11    | -     | 26    |
| ✓    | -  | -  | -  | -   | -   | -   | -  | -  | -  | -  | -  | 1  | -     | -     | 1     | 1     |



# APPENDIX – F (continued)

Montana CE Project

## Needs Assessment Questionnaire Results – 21

### 3. Functions performed/time spent (continued)

- a=Support functions  
[technical services, clerical, etc.]  
b=Services functions  
[reference, circulation, children's etc.]  
c=Management/administrative functions
- 1 = up to 10% time  
2 = 11-25% time  
3 = 26-50% time  
4 = 51-75% time  
5 = 76-100% time

|     | AL | AS | AP | SpL | SpS | SpP | PL | PS | PP | SL | SS | SP | All L | All S | All P | Total |
|-----|----|----|----|-----|-----|-----|----|----|----|----|----|----|-------|-------|-------|-------|
| c.1 | 1  | 6  | 1  | 2   | 2   | 1   | 8  | 6  | 6  | 31 | 5  | 11 | 42    | 19    | 19    | 80    |
| 2   | 3  | 7  | 1  | 2   | -   | -   | 13 | 6  | -  | 44 | -  | -  | 62    | 13    | 1     | 76    |
| 3   | 8  | 2  | 1  | 5   | -   | -   | 11 | 3  | 1  | 28 | 2  | 2  | 52    | 7     | 4     | 63    |
| 4   | 5  | -  | -  | -   | -   | -   | 10 | 2  | -  | 4  | -  | -  | 19    | 2     | -     | 21    |
| 5   | 5  | 1  | -  | 2   | -   | 1   | 13 | 2  | -  | 9  | 1  | 1  | 29    | 4     | 2     | 35    |
| ✓   | -  | -  | 1  | -   | -   | -   | -  | -  | 2  | 1  | -  | -  | 1     | -     | 3     | 4     |
| NR  | -  | -  | -  | -   | -   | -   | 1  | -  | 4  | 5  | 1  | 1  | 6     | 1     | 5     | 12    |

[Note: One SP indicated 0 time in all three categories]

### 4. Highest level of education completed

- a=Some high school  
b=High school graduate  
c=Two years beyond high school
- d=College degree  
e=MLS  
f=Other advanced degree

|    | AL | AS | AP | SpL | SpS | SpP | PL | PS | PP | SL | SS | SP | All L | All S | All P | Total |
|----|----|----|----|-----|-----|-----|----|----|----|----|----|----|-------|-------|-------|-------|
| a  | -  | -  | -  | -   | -   | -   | -  | -  | -  | -  | -  | -  | -     | -     | -     | -     |
| b  | 1  | 5  | -  | 1   | 1   | -   | 13 | 9  | 1  | 1  | 11 | 2  | 16    | 26    | 3     | 47    |
| c  | -  | 3  | -  | -   | -   | -   | 18 | 16 | 2  | -  | 1  | -  | 18    | 20    | 2     | 40    |
| d  | 2  | 10 | 1  | 2   | 2   | 1   | 22 | 13 | 8  | 92 | 6  | 8  | 118   | 31    | 18    | 167   |
| e  | 17 | 2  | 1  | 7   | -   | -   | 8  | 1  | -  | 10 | 1  | -  | 42    | 4     | 1     | 47    |
| f  | 9  | -  | 3  | 4   | -   | 1   | 5  | 2  | 2  | 29 | 1  | 8  | 47    | 3     | 14    | 64    |
| NR | -  | -  | -  | -   | -   | -   | -  | -  | -  | 1  | -  | 1  | 1     | -     | -     | 2     |

Comments: M.Ed with library emphasis; credits in music and art college level; airline service tech; master's in education (2); Master of Science (2); elementary education plus library minor (1); one year tech center (1); airline school--communications (1); cosmetology school





## APPENDIX -- F (continued)

Montana CE Project  
Questionnaire Comments - 1

### Academic Library - Librarians

Certification for librarians: Yes--the MLS

Certification for support staff: Probably a good idea, unless it equates them with librarians who have an MLS.

I need to earn college credits in any subject area to advance on our current salary scale. Most CE offerings are for non-credit.

I am new to this position. I am the Director, and only full-time employee, of a small, community college library. My responses, therefore, are speculative.

Library schools (Master's level) prepare personnel for entry level jobs. If you are lucky to stay in the profession long enough and move up the ladder you have to gain your management skills from outside sources. So I feel all areas of management are needed for library CE.

### Academic Library - Support Staff

Continuing education is important to me personally and professionally. However, 3 factors make it difficult for me to attend continuing education classes: limited budget for continuing education for low-medium level staff, my personal finances prohibit my attending workshops for which I must pay all or a significant part of the fee, and the fact that we are short-staffed (at certain times during the academic year we are stretched to the limit and getting a trained replacement is impossible).

Strongly desire courses that would apply to a MLS. Do not have the time or money to go out of state for this degree.

Due to budget problems, CE events are not pushed (promoted) because the participant will have to pick up expenses.

I'd very much like to attain an MLS degree, but I cannot afford the extended time off to go to Seattle or wherever to pursue it.

### Public Library - Librarians

My only experience when I came on the job was as a user of a library. The rest I have picked up as I came along, so I feel there are a lot of gaps, not only in the educational view, but in my range of experience.

I am close to retirement so I feel that my expectations for the future of CE are not as important to your Committee as the remarks and choices of a younger librarian. Overall, the CE courses I have attended--MLA and Sagebrush meeting--have been very helpful.

Certification for librarians in small libraries would be nice but small towns cannot afford to pay for a certified librarian, much less find one in the community. If a small library receives no funds from the state, how can you enforce this?



## APPENDIX – F (continued)

Montana CE Project

### Questionnaire Comments – 2

As librarian in a very small library, housed in a building used for other purposes, with funding from \$300-\$500 each year, opportunities for use of continuing education, should I choose to use it, would be limited! Our pay as librarian is minimal and we are listed as volunteers.

Regarding #5 Travel/distance. I would travel 250 miles for a conference or 2-3 day workshop. Regarding #9: I would like to have master's level courses to supplement my MLS.

We are a branch of the county library--therefore are under their supervision--we are open 5 days a week--four hours a day--we are limited as to what we can do in many areas--only one librarian.

For about 10 years, the cost of going to MLA was my own cost--also paid someone to sub at library. Now there is \$200 available for CE and city provides sub at library.

Our library has no funds available for this. Any conferences attended must be paid for by the individual.

I am the sole librarian in a small town with very limited funding. We are open 25 hours per week, but the town can only afford to pay me for 10 hours. Volunteers (who only check out and shelve books) man the remaining hours. Needless to say, I put in many volunteer hours to keep up with book ordering, cataloguing, answering mail etc. Therefore, any CE would be a real financial strain on our community and/or my own pocketbook unless funded by an outside source.

The subject of CE is very new in our system--and I really am not too informed.

Again, due to budget cutbacks, our travel allowance has been reduced, and will probably not improve in the next 2-3 years.

Continuing education is very important to all librarians to keep up on what is current today. I would like to see the smaller libraries have a chance to send their staff or librarians to as many CE's that they can. Perhaps scholarships/grants could be made available for librarians who seek non-credits, credits or master degrees in library science.

Aspects of CE activities which were displeasing (#2):

Pre-activity information was not specific enough so I chose something not useful to my situation (Couldn't info say; "primarily useful for public libraries, schools (K-12) (or whatever)?)

Workshop not accurately titled--much of what is offered seems to be specifically (and almost exclusively) geared to school librarians and libraries--not much for the public sector. And what is there is usually not too significant for the smaller library setting.

### Public Library – Support Staff

Since I began working at the library only six months ago, my chances for CE have been quite limited. Two other employees have moved, leaving the librarian and myself the only employees at the library at times. However, the librarian has been very encouraging, has taught me a



## APPENDIX – F (continued)

Montana CE Project

Questionnaire Comments – 3

great deal, and has indicated that she supports me in a desire for CE. While it is not necessary for me to attend CE classes to retain my job, I do feel a need to learn more in order to do a better job. Were I to live in a different area of the state, perhaps some of the answers to my questions would be different. However, as I will be here for quite some time, there will be no chance for advancement or other library jobs. So the courses I would like to take would not include the management-type courses necessary for head librarian. Some of the questions were answered according to my feelings about taking CE courses in the future.

I'm sorry, but I really don't feel, at this point, that I've had enough experience to give concrete answers to these questions. For me, this is a job, not a profession; therefore I'm sure that my ideals of library are probably different from those of the professional person.

My main complaint is that our library does not encourage or make it easy for staff to be involved with CE.

I value the time I am using for CE workshops and the chance to share ideas, etc. with other librarians.

As my job is an interim job, in a field not even closely related to my degree, I find everything I do and learn here is continuing education; and feel nothing is going to waste.

As a trustee and interested citizen actively involved in improving a small "rural" library, I see our greatest needs in the area of well trained volunteers. We have been successful in fund-raising for capital improvements but will be limited to a 5-mill operating budget. Our board supplies "volunteer time," above and beyond the call of duty. We could benefit from outside expertise coming to our community to provide training in book preservation, children's programs & activities, building a young adult program, a book endowment program, etc. It would be difficult to get people to go even as far as 50 miles away for such training.

Certification is a desired goal but a difficult one for small libraries on a fixed mill budget. Certified librarians would have to be paid appropriately. If a mandatory law is passed, the state should fund it. *[NOTE: This response and the one above are from a trustee who responded from the support staff group.]*

Some of the workshops at the Federation meetings have been very good. I felt the one in Butte last fall was very helpful. The one in Bozeman this last spring was time wasted--as far as being any help to me. One of the best library workshops I have ever attended was one our librarian arranged at the Forest Service to show a video tape. It was very good--and I have used that knowledge many hours here in the library. It was a tape on mending books--and the tape came from the state library. Due to the distance we have to travel--perhaps good video tapes would be the answer to some of the suggestions people would like to study. In this manner I know we could work it around our hours and it would be enjoyable.

Question 2 on page 1 [displeasing aspects] I answered [was NR!] as referring to question one and those were computer classes that I was able to take here in town. But availability and taking too much time and distance all play a part in keeping me from attending other CE opportunities.

My institution has always encouraged any employee to take part in continuing education; however, there is no written policy on this subject to my knowledge.



## APPENDIX -- F (continued)

Montana CE Project  
Questionnaire Comments - 4

Please understand the workshops I did attend were not "too far" but some opportunities were missed because of distance.

Because I'm close to retirement--I've allowed the assistant to go to most CE programs. Not enough budget for both of us. But years ago, I tried to catch everything I could within reason: WICHE (1 week) at Great Falls; library science at Billings (1 week), Missoula (2 weeks), Bozeman (1 week). 3 or 4 different years. These were paid for by myself, the library, and grants.

I am very interested in advancing my library skills. My goal is to achieve library certification and wish that there would be some CE workshops on this or correspondence courses offered--the area I live in prohibits taking college courses as there are no colleges located nearby and telecom is not offered here. Videos on library skills readily available to all staff personnel would be beneficial in my opinion.

### Public Library - Policymakers

Less and less each year of budget crunch.

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### School Library - Librarians

Most of the courses and preparation one takes for library certification covers most problems. CE is requisite where modern technology has been weighed cost vs. actual use in your situation and found to be desirable-- But remember that just because it is new, it doesn't necessarily apply to your situation.

[Displeasing aspects:] Had secondary librarians making lesson plans for elementary and vice versa. A waste of time.

Have only 1 professional leave day per year, and private school's P.I.R. days do not coincide with public school ones.

Closest college has just dropped library science, and I am not prepared to get further education out of town.

I am against further certification as it is already difficult to get a job w/o an MLS. Now that EMC has dropped library science, I cannot even take library courses to renew my teaching certificate. Nor can I go to Montana Library Association meetings unless they are in Billings since I would have to take my 1 personal and 1 professional days' leave to do it and pay all expenses myself. I cannot go to their fall retreat either since our P.I.R. days do not coincide with those of public schools. So CE looks impossible for me, as far as library CE goes.

An annual up-date conference (for credit) would be great--Some vocational areas do one the week after school is out, but anytime would be great (maybe during convention days in the fall). Topics covered could be new trends (equipment, technologies, etc.)--maybe some of the best





## APPENDIX -- F (continued)

Montana CE Project

### Questionnaire Comments - 5

library skills classes taught by school librarians; book fair ideas; library promotion (both in-house and to the community); budget guidelines; new and best materials (in all areas...books, AV, periodicals, computer software); maybe a personal recommendation from a librarian who has used the item.

I do not like to take time from my job because qualified subs are rare. There should be more workshops available at Eastern Montana College for librarians and teachers--especially concerning integration of library skills with classroom activities.

I really feel that we need access to a Master's program in Montana. I simply can't afford out-of-state tuition, and don't wish to leave my family for 2 years to get a masters.

Just being back into the library situation I had trouble answering some of the questions. This is my first stab at a library position since college 5 years ago.

Computer technology training for library is my key concern at this time.

I am planning retirement in a year so some of the questions don't pertain (9 for example).

Some aspects of working in a library were completely omitted...example--large libraries and middle sized operations were covered completely, but left out was operation of a small 1 person library.

As a school librarian, I devote 2/7 of my day to library-related activities and teach classes the rest of the time. I supervise the library before school, at noon, and after school, assisting students and faculty to find information. Although I have a K-12 endorsement, my assignment is grades 7-12.

None of these choices fit. I only attended conferences within reasonable geographic boundaries--150-200 miles. Some of the programs did not fit my needs at present, but I never felt that my time was wasted.

In looking back, I am amazed at the variety of CE programs that have been offered that I've been able to participate in: grant writing; collection development; MLA CE offerings; Nancy Polette in Billings; Kids Kits & Books & Beyond through Reading Council & OPI; sharing session at Lewis & Clark public library; meetings of the Headwaters Library Association. The opportunities are present, if we will take them. The only thing that would be nice--and now I am fantasizing--would be if the classes could somehow be given for college credit--if they could work toward something specific. I am not free to pursue a master's degree in an out-of-state institution, in an ALA approved institution. I am beginning to feel that restriction very acutely.

Not available: library courses (at university level) beyond BA minor. School won't allow time to attend MLA (etc.) conferences. Since this is only my second year of teaching, I haven't had many opportunities, but those that were available had to be passed up because the school frowns on taking too much time off. I did use time last year for CE in my other field (art), however. I feel an almost desperate need for CE in library. Montana Library endorsements don't give one all the knowledge needed to run a library!



## APPENDIX -- F (continued)

### Montana CE Project Questionnaire Comments - 6

Montana has a real need to improve continuing education for librarians. This could be accomplished at area and state meetings. State meetings tend to be held in the western half of the state during May, which eliminates school librarians in many schools. I am not interested in "camping out," canoe trips, etc. at these meetings. A full schedule of workshops would be appropriate. Summer workshops are held for most areas of teaching except library. 3-4 day workshops would be great!

On question #5 [distance], depends on who pays for the trip, leave time from school, other people in area who might also be attending and car pool.

In my opinion, the most important challenge to librarians is automation and adapting to computers. Thus, CE in this field is of prime importance!

Cost and distance factors are important factors along with time involved. Institutions must make a commitment to their staff for the continuing development of staff's potential by allowing them the time and perhaps monies to improve their skills.

For item #6 [cost of most significant CE event], in order to include the workshops (pre or during) at MLA, cost was \$51-\$100, but was paid by my school district. #9 [level of library preparation desired] - I would have been pleased with (d) [assorted college courses], but since none suitable were available - I am currently engaged in out-of-state correspondence courses in order to recertify. Previously, I was able to attend workshops and college courses, but there was too little to choose from in the library-related field, even five years ago.

I feel very strongly toward CE in this state--Folks interested in continuing into a Master's field have little option/future of obtaining it at this time without CE programs in place--I would be willing to offer support and volunteer services to help get such programming underway!

Last spring, I completed my library media endorsement. This is my first job as a school library media specialist. I have not attended any CE events, but am interested in doing so.

I teach junior high, guidance K-12 and library K-12. I can't afford to take large amounts of time from these duties. I enjoy weekend and summer classes. Would be nice to have MLS program in Montana or North Dakota on a 3 day/2 hour class schedule like NMC has during the summer.

It is extremely hard in our district to get released time to attend out of town CE events because of budget constraints and paying for substitutes.

I am the librarian for 3 different buildings (3 small libraries). I also teach library skills bi-monthly to all students from 3rd-8th grade (approximately 400-500 students). Because I also teach a gifted language class for 1 hour a day,, I have an aide for 1 hour a day;. Other than that, I have to rely on high school students for any other help I get. This situation makes it difficult for me to get excited about continuing education of any sort in the library field. Frankly, I'm trying very hard to get back into the regular classroom ASAP.

I would like to see one unit of the University system that would have an MLS program with the courses offered during the summer or so it could be completed with a minimum amount of time away from the job.



## APPENDIX -- F (continued)

Montana CE Project

Questionnaire Comments - 7

### School Library - Support Staff

Very little time is allowed clerical personnel to obtain CE in this district. Our positions are never covered for any absence and the work load is such that people cannot be away from their jobs. After over twenty years in this district in five different positions, job training has been of the on the job variety. Once I attended a business machine course at night, once I have had CE during working hours. We would wish it otherwise.

These do not pertain. This library is run by a 1/2 time librarian and 3 volunteer helpers. As a volunteer, I have not heard of any CE available in this rural area. I would be interested if it were available.

All continuing education, on my part, has been through in-service programs.

I am a library aide and, at this point, I would of course like to learn ways to make my job more efficient and interesting. A lot of these questions do not apply to me, but I would like to see education of any sort furthered and made available readily.

### School Library - Policymakers

Reward system if college credit is attached.

Continued education, in my opinion, is more the responsibility of the individual on his/her own time, rather than the responsibility of the employer (public especially).

This is a small country school with four students. We keep a small library on hand.

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### Special Library - Librarians

How far is my boss willing to send me? I'll go 500 miles or more if the CE event is of interest and related to my job. I am personally interested in some CE topics mentioned in #3 but my boss would probably not be willing to fund my attendance. My institution does provide some CE in such general topics as computer usage, career planning, etc. My institution has a policy of reimbursing employees for expenses of college courses related to their job if the employee receives a "C" or above. All other decisions related to CE are up to individual department managers. Our manager decides each case on an individual basis. Therefore, we are not required to obtain CE; neither are we guaranteed a certain number of CE opportunities per year, etc.

Question #1 is weakly constructed. I attend one national conference a year which provides many CE opportunities. The preconference workshops offer credit in CEUs but are not sanctioned by any of the organizations listed.

I think state recognition is an essential element and would serve to develop a consciousness on the part of employers/purse string holders of the education and expertise required to be an



## APPENDEX -- F (continued)

Montana CE Project

### Questionnaire Comments - 6

excellent librarian. A variety of grades of certification could also include librarians in academic and special environments, and while not having any force of law, could lend credibility and prestige within the institution and state as a whole.

I've attended dozens of presentations -- at one time or another all these [displeasing] aspects were a factor.

#### **Special Library -- Support Staff**

I would certainly like to see some type of certification in library science for those of us who have library science minors and/or years of library experience, but do not have a master's in library science.

